

LATIN
PROSE COMPOSITION
BASED ON CAESAR

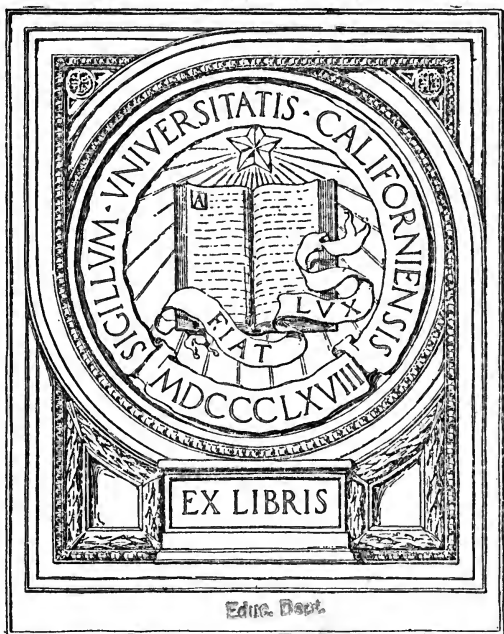
HENRY CARR PEARSON

UC-NRLF



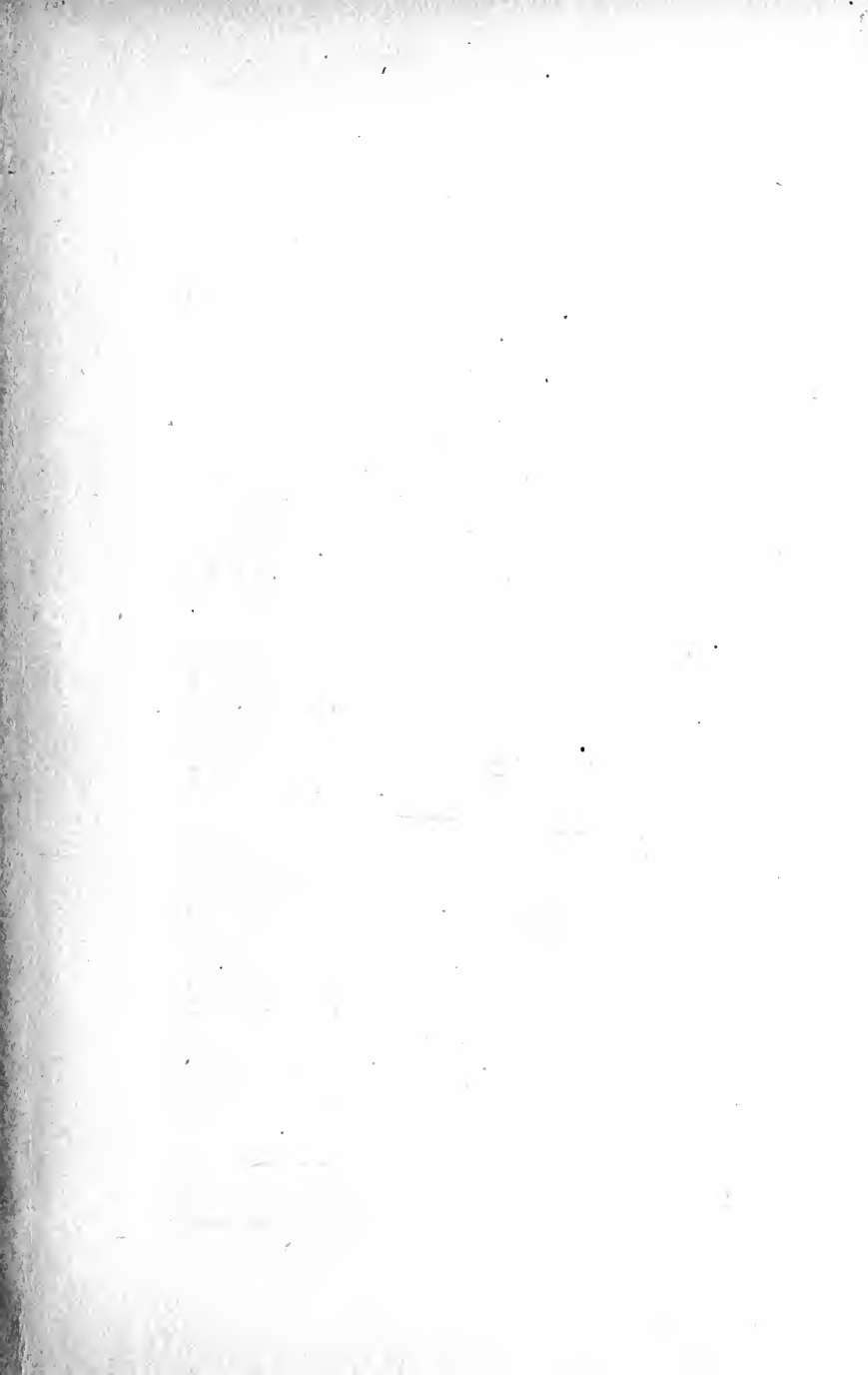
\$B 306 793

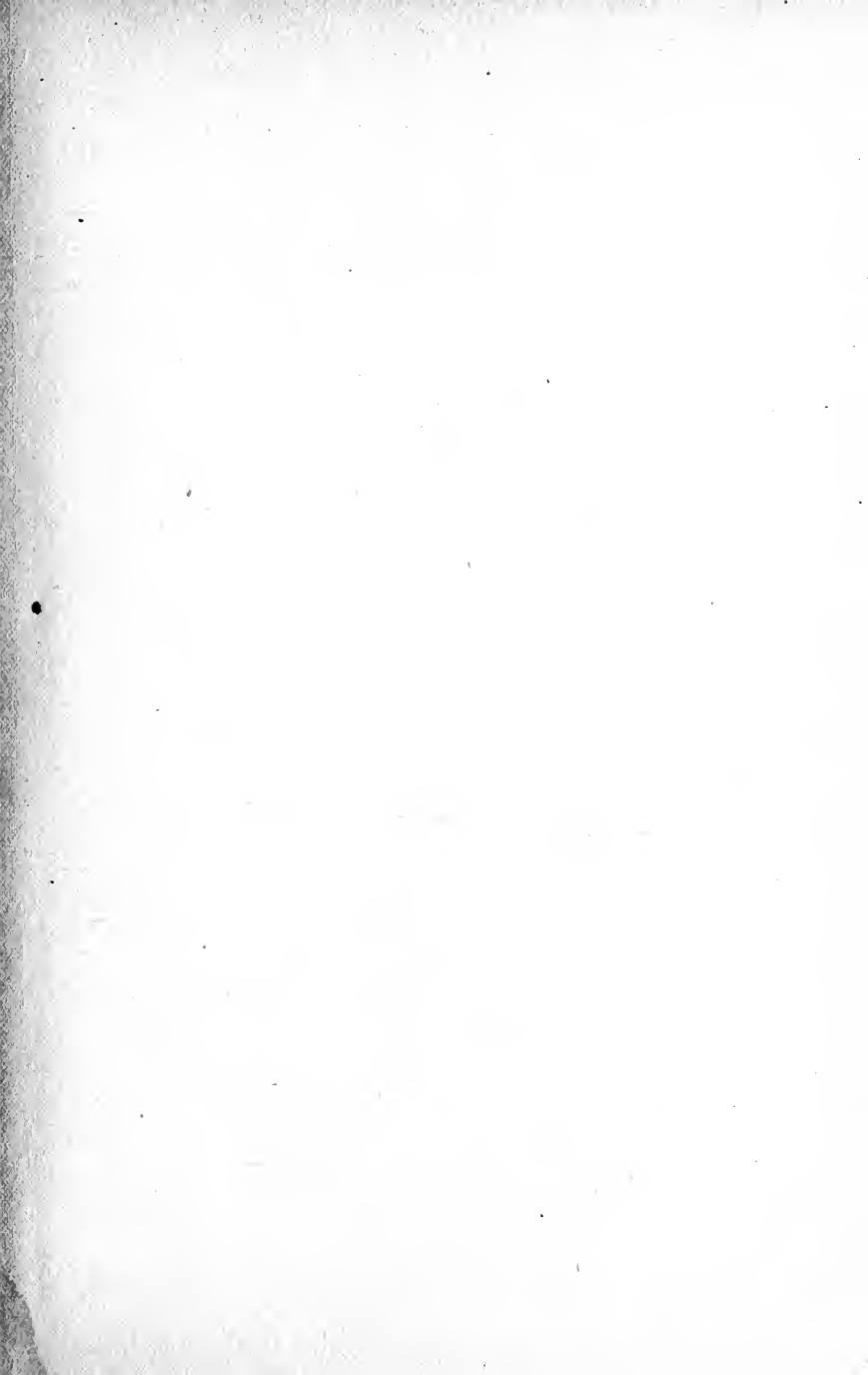
GIFT OF
Publishers



Eding. Dept.

760 f
P. 361
2





Digitized by the Internet Archive
in 2008 with funding from
Microsoft Corporation

LATIN PROSE COMPOSITION

BASED ON CAESAR

BY

HENRY CARR PEARSON, A.B., HARVARD

HORACE MANN SCHOOL, TEACHERS COLLEGE, NEW YORK



NEW YORK ··· CINCINNATI ··· CHICAGO
AMERICAN BOOK COMPANY

COPYRIGHT, 1903 AND 1908, BY
HENRY CARR PEARSON.

ENTERED AT STATIONERS' HALL, LONDON.

PEARSON. LATIN PROSE.

W. P. 2

TO VINDI
ANNO 1908

PREFACE

THIS book has been prepared in response to the numerous requests I have received from those teachers who are using my Greek Prose Composition. It is an attempt (1) to combine a thorough and systematic study of the essentials of Latin syntax with abundant practice in translating English into Latin ; and (2) to afford constant practice in writing Latin at sight.

Part I contains, in graded lessons, the principal points of Latin syntax, the unusual and non-essential being purposely omitted. These lessons are designed for use at the beginning of the second year's study of Latin, thereby serving as a partial review of the first year's work and as an introduction to the composition work in connection with the prose authors read subsequently.

Part II contains short, simple English sentences based on Books I-IV of Caesar's Gallic War. In Books I and II short, model sentences and phrases are selected from the Latin text, so as to direct the student's attention more forcibly to the actual Latin usages.

At intervals in Parts I and II review lessons are introduced, containing each a list of the important words and an enumeration of the principal constructions used in the preceding sections. The instructor is urged to form original sentences for his class to translate at sight into Latin based upon these words and constructions. While, strictly

speaking, this is not sight work, yet it enables the student to make definite preparation for this kind of work, and gives him valuable practice in the offhand use of words and principles of grammar.

I take this occasion to thank Albert I. Oliver, Instructor in Latin, Kent's Hill Seminary, Maine, and W. S. Burrage, Ph.D., of Cambridge, Massachusetts, for reading the manuscript of Part I. I am especially indebted to Miss Emeline B. Bartlett, formerly of the Allegheny Preparatory School, for the valuable criticism and assistance that she has given me throughout the preparation of this book.

HENRY CARR PEARSON.

H = Harkness' Complete Latin Grammar, references to Harkness' Standard Grammar being inclosed in parentheses. L.M. = Lane-Morgan. A. = Allen and Greenough's New Latin Grammar, references to the preceding edition in parentheses. G. = Gildersleeve. B. = Bennett.

CONTENTS

PART I

LESSON	PAGE
1. Agreement of Nouns, Adjectives, Verbs	7
2. The Accusative Case	10
3. The Genitive Case	12
4. The Dative Case	16
5. The Ablative Case	19
6. Review and Sight Practice	24
7. Pronouns: Demonstrative, Personal, Reflexive, Possessive .	25
8. Pronouns (<i>continued</i>): Relative, Indefinite, Correlatives .	30
9. Questions: Answers: Connectives	35
10. The Participle: Its Uses and Tenses	39
11. Gerund and Gerundive. The Periphrastic Conjugations.	
Supine	44
12. Review and Sight Practice	47
13. Tenses of Indicative, Subjunctive, and Infinitive. Deliberative Subjunctive. How to express "Ought," "Must" .	49
14. Commands, Exhortations, Prohibitions. How to express "May," "Can," "Might," etc.	53
15. Conditions and Wishes	56
16. Sequence of Tenses. Indirect Questions. Construction after Verbs of Fearing and Doubting	60
17. Review and Sight Practice	64
18. Subjunctive of Purpose and Result. Object Clauses . . .	65
19. Construction after Verbs of Hindering and Refusing. Temporal Clauses	69
20. Indirect Discourse. Simple Sentences	73
21. Indirect Discourse. Complex Sentences	78
22. Concession. Proviso. Cause. Characteristic. Review of Relative Clauses	82
23. Review and Sight Practice	86

PART II

	PAGE
Exercises based on Caesar, Book I	87
Exercises based on Caesar, Book II	118
Exercises based on Caesar, Book III	146
Exercises based on Caesar, Book IV	159
ENGLISH-LATIN VOCABULARY	239
GRAMMATICAL INDEX	255

PART I

LESSON I

AGREEMENT OF NOUNS, ADJECTIVES, VERBS

1. **Apposition.** — A noun in apposition with another noun agrees with it in *case*, and, when it is possible, in *gender* and *number*.

Servius rēx, *Servius the king.*

quattuor hīc primum ōmen equōs vidī, *here I saw four horses, the first omen.*

2. A noun in apposition with a possessive pronoun or adjective may be in the *genitive*, because the possessive implies a genitive.

nōmen meum absentis, *my name in my absence (i.e. the name of me absent).*

3. A noun in apposition is often expressed in English by a clause of time, cause, etc.:

litterās Graecās senex didicī, *I learned Greek when an old man.*

4. A predicate noun is one connected with the subject by some form of the verb **sum** or a similar verb (i.e. **fiō**, *become*; **videor**, *seem*; **maneō**, *remain*; **creor**, *be elected*; **appellor**, *be called*; **habeor**, *be held, regarded*):

Cicerō orātor fuit, *Cicero was an orator.*

Numa creātus est rēx, *Numa was elected king.*

Orestem sē esse dixit, *he said that he was Orestes.*

AGREEMENT OF NOUNS, SECTIONS 1-4

[H. 393. 1, 5, 6, 8; (362, 363); LM. 475; A. 282-284, 302, e; (184, 185); G. 320-325; B. 167-169.]

5. An attributive adjective belonging to two or more nouns regularly agrees with the nearest:

pater tuus et māter, *your father and mother.*

6. A predicate adjective is generally *plural* when it modifies two or more singular subjects; it is *masculine* if the subjects are living beings of different genders, and *neuter* if the subjects are things. If the subjects represent both living beings and things, there is no fixed rule:

pater sororque occīsī sunt, *father and sister were killed.*

labor voluptāsque inter sē sunt iūcta, *labor and delight are bound together.*

7. Sometimes an adjective or a participle does not agree with a noun according to strict grammatical form, but according to the sense or natural gender of the noun:

hominum milia sex perterriti, *six thousand men were badly frightened.*

AGREEMENT OF ADJECTIVES, SECTIONS 5-7

[H. 394, 395; (438, 439); LM. 476-481; A. 285-287; (186, 187); G. 286, 290; B. 234, 235.]

8. When a verb has two or more singular subjects, the verb is either (a) plural, or (b) singular, in agreement with the nearest subject:

pater et avus mortuī sunt, *his father and grandfather are dead.*

senātus populusque Rōmānus voluit, *the senate and people of Rome ordained.*

9. A collective noun commonly takes a verb in the singular, but the plural is often used when *individuals* are thought of :

senātus haec intellegit, *the senate is aware of this.*

cum tanta multitudō lapidēs conicerent, *when such a crowd was throwing stones.*

10. When the subjects differ in *person*, the verb agrees with the first person rather than the second, and with the second rather than the third :

sī tū et Tullia valētis, ego et Cicerō valēmus, *if you and Tullia are well, Cicero and I are well.*

AGREEMENT OF VERBS, SECTIONS 8-10

[H. 389, 392; (461, 463); LM. 469-474; A. 317; (205); G. 211, 287; B. 254, 255.]

II. Translate :

1. When a girl, she was regarded as wise.
2. You¹ and I will do this.
3. A part of the soldiers were put to flight.
4. Your sister and brother have come.
5. They gave it to Caesar, the consul.
6. The boy and his sister were very brave.
7. I heard of² your bravery when a youth.
8. Zeal and patience have been called virtues.
9. Two thousand men had been seen in the town.
10. A multitude of soldiers were on the wall.

¹ See example under 10 for order of pronouns.

² *dē* with ablative.

LESSON 2

THE ACCUSATIVE CASE

12. The direct object of a transitive verb is put in the accusative:

librum scripsit, *he wrote a book.*

13. The meaning of a verb, even of one ordinarily intransitive, may be emphasized or more exactly defined by adding an accusative of kindred derivation. This is called the *Cognate accusative*, and is usually modified by an adjective:

tūtam vitam vivere, *to lead a secure life.*

14. Many verbs of *making, choosing, calling, showing*, and the like, may take two accusatives,—one of the person or thing affected, the other a predicate accusative:

urbem Rōmam vocāvit, *he called the city Rome.*

15. Some verbs of *asking, demanding, teaching, and concealing* may take two accusatives—one of the person, and one of the thing:

pācem tē poscimus, *we demand peace of you.*

1. Some of these verbs may take the ablative of the person with a preposition instead of the accusative. So, generally, **petō (ab)**, *seek (from)*; **postulō (ab)**, *demand (of)*; **quaerō (ab, dē, ex)**, *ask (of)*:

quaerit ex sōlō ea, *he asks him in private about those things.*

pācem ā vōbīs petimus, *we implore peace from you.*

16. The accusative is used to express the *duration* of *time* or the *extent* of *space* :

fossās quīndecim pedēs lātās, *trenches fifteen feet broad.*
quadrāgintā annōs vīxit, *he lived forty years.*

1. Emphasis is sometimes given by using the preposition *per*, as :

lūdī *per* decem diēs, *games for ten days.*

17. Proper names of towns and of small islands or peninsulas are put in the accusative to denote the *end* or *limit* toward which the motion of the verb is directed :

missī lēgātī Athēnās sunt, *ambassadors were sent to Athens.*

1. The accusatives *domum* and *rūs* are used like proper names of towns :

domum reductus est, *he was conducted home.*
ego *rūs* ibō, *I shall go into the country.*

2. Other designations of place than those mentioned above require a preposition (*in* or *ad*) to denote the limit of motion :

in Ītaliā vēnit, *he came into Italy.*

legiōnēs *ad urbem* addūcit, *he is leading the legions to (or toward) the city.*

3. When *domum* is modified in any way, except by a possessive pronoun or a genitive, the preposition *in* is commonly used :

in illam *domum*, *into that house.*
domōs suās, *to their homes.*

18. An exclamation, if limited by an adjective or a *genitive*, may be expressed by the accusative :

mē miserum, ah, wretched me! or dear, dear me!
ō fallācem spem, oh, deceptive hope!

REFERENCES FOR ACCUSATIVE

[H. 403-421; (370-381); LM. 495-524; A. 387-397, 423-429;
 (237-240, 258); G. 329-343; B. 172-185.]

19. Translate:

1. Caesar asked them for grain.
2. They will choose him consul.
3. Dear me, I am going to Rome!
4. We will demand of them fifty ships.
5. She remained in the city for ten days.
6. They made a wall fifteen feet high.
7. He set out for his home.
8. For many days he concealed the deed from his father.
9. The enemy marched into Italy.
10. The boy and his mother were free.

LESSON 3

THE GENITIVE CASE

20. The genitive is ordinarily used to express the dependence of one noun upon another. This relation is often, but not always, expressed in English by *of* or *'s* or *s'*:
Alexandri equus, Alexander's horse, or the horse of Alexander.

21. If a noun of *action* or *feeling* is limited by another noun, the dependent genitive expresses either

1. the subject of the action or feeling, and is called the *subjective genitive*:

amor patris, the love of a father, or a father's love (i.e. the love felt by a father); or

2. the object of the action or feeling, called the *objective genitive*:

amor patris, love for father (i.e. *the love toward a father*).

22. The genitive is used to denote *quality*, but only when the limiting noun is modified by an adjective:

vir summae virtūtis, a man of the highest courage.

1. If the noun expressing the quality is not modified, the idea of quality is expressed by an adjective rather than a genitive. For example, "a man of courage" is not to be rendered *vir virtūtis*, but *vir fortis*.

23. **Genitive of the Whole, or Partitive Genitive.** — The genitive is used to express the whole of which a part is taken:

duo milia peditum, two thousand foot soldiers.

minus dubitātiōnis, less hesitation.

The following are a few of the common words followed by this construction:

plūs, more.

plūrimum, most.

multum, much.

minus, less.

paulum, little.

nihil, nothing.

satis, enough.

parum, not enough.

quod, quid, which, what.

aliquid, something.

1. Numerals and *quidam* are generally followed by *ex* or *dē* and the ablative, rather than a partitive genitive. Also occasionally other words:

ūnus ex militibus, one of the soldiers.

pauci dē nostris cadunt, a few of our men fall.

24. The genitive is used with many adjectives to *limit the extent of their application*. Such adjectives are those

signifying *desire, knowledge, familiarity, memory, participation, power, fullness*, and their opposites:

peritus belli, skilled in war.

cupidus rerum novarum, eager for revolution.

Some of the common adjectives of this class are:

cupidus, eager, desirous.

consciens, conscious, aware.

peritus, experienced, skillful.

insuetus, unaccustomed, inexperienced.

plenus, full.

memor, mindful, remembering.

expers, having no part, free from.

potens, ruling, controlling.

particeps, sharing.

25. Verbs of *remembering* and *forgetting* — *memini*, *reminiscor*, and *obliscor* — generally take

1. the genitive when referring to *persons*:

obliscus sum mei, I have forgotten myself.

2. sometimes the genitive, and sometimes the accusative, when referring to *things*. The object is regularly accusative when it is a neuter pronoun:

meministine nomina, do you remember the names?

reminiscere veteris incommodi, remember the former disaster.

haec memini, I remember this.

26. Verbs of *accusing, convicting, condemning, and acquitting*, take the genitive to express the charge:

accusatus est proditiōis, he was charged with treason.

27. The impersonal verbs *paenitet, repent*; *miseret, pity*; *taedet, be weary*; *pudet, be ashamed*; *piget, disgusts*, take the accusative to express the *person affected*, and the

genitive to express the *person* or *thing* toward whom the feeling is directed:

tui mē miseret, *I pity you* (literally, *it pities me of you*).
eum taedet vitae, *he is tired of life*.

1. misereor also governs the genitive :

miserēmini sociōrum, *pity the allies*.

28. interest and rēfert, *it interests* or *concerns* take the genitive of the person concerned; but in the case of the personal pronoun the ablative singular feminine of the possessive is generally used:

patris interest, *it concerns the father*.

magis rei pūblīcae interest quam meā, *it concerns the public welfare more than me*.

29. A few neuter adjectives of quantity are put in the genitive with verbs of valuing to denote the amount of estimation. Such genitives are:

māgnī, plūris, plūrimī; parvī, minōris, minimī; tantī, quantī.

The common verbs with which these genitives are used are: aestimō, faciō, putō, habeo, and sum :

ea māgnī aestimantur, *those things are highly valued* (literally, *those things are estimated of great (value)*).

est mihi tantī, *it is worth my while* (literally, *it is of so much to me*).

REFERENCES FOR GENITIVES

[H. 437-458; (393-410); LM. 549-592; A. 342-355, 359, b; (213-222); G. 360-382; B. 194-211.]

30. Translate:

1. They were very skillful in military affairs.¹
2. He forgot his name.
3. Love for his country made him brave.
4. They asked him his brother's name.
5. He was a man of great size, but not of courage.
6. She has enough money.
7. Five of the soldiers went to Athens.
8. She pities them.
9. How valuable is that book?
10. This interests him very much.

LESSON 4

THE DATIVE CASE

31. **Indirect Object.** — The dative is used to express the object that is *indirectly affected* by the action of the verb:

hanc pecūniam mihi dat, *he gives me this money* (pecūniam is the direct, and **mihi** the indirect object).

1. With certain verbs that imply motion it is often difficult to distinguish between the dative of the indirect object and the accusative of the limit of motion (cf. 17). Generally the accusative (with or without a preposition) is used when the idea of motion prevails:

litterās quās ad Pompēium scripsī, *the letter which I have written (and sent) to Pompey.*

mihi litterās mittere, *to send a letter to me.*

32. Most verbs signifying to *favor, help, please, trust*, and their contraries; also to *believe, persuade, command*,

¹ **rēs militāris.**

obey, serve, resist, envy, threaten, pardon, and spare, take the dative.

Some of the more common of these verbs are :

<i>persuādeō, persuade.</i>	<i>crēdō, believe, trust.</i>
<i>pāreō, obey.</i>	<i>faveō, favor.</i>
<i>parcō, spare.</i>	<i>placeō, please.</i>
<i>imperō, order.</i>	<i>ignōscō, pardon.</i>
<i>resistō, resist.</i>	<i>invidēō, envy.</i>
<i>fidō, cōfidō, trust.</i>	<i>noceō, harm.</i>
<i>licet, it is permitted.</i>	<i>studeō, be eager for.</i>

cūr mihi invidēs, why do you envy me ?

huic imperat, he orders him.

1. Some verbs apparently of the same meaning govern the accusative ; such as *iubeō, order ; dēlectō, please ; iuvō, adiuvō, help ; laedō, injure.*

2. If these verbs are used in the passive, the dative is retained and the verbs are impersonal :

nōbīs persuādētur, we are persuaded.

33. Most verbs compounded with *ad, ante, con, in, inter, ob, post, prae, prō, sub, super*, and sometimes *circum*, govern the dative case. If transitive, such verbs may take an accusative besides :

cōsiliīs obstāre, to oppose plans.

pecūniae pudōrem antepōnit, he puts honor before money.

34. **Dative of Possession.** — The English verb *have* is often expressed in Latin by the dative and some form of *sum*. The possessor is expressed by the dative, and the object possessed is the subject of *sum*.

The English sentence, "The master has a book," may be expressed in either of the following ways:

1. **magistrō est liber.**
2. **magister habet librum.**

35. The dative is used with many adjectives of *fitness, nearness, likeness, service, inclination*, and their opposites.

Some of the more common adjectives are:

similis, *like*.

dissimilis, *unlike*.

adversus, *opposite*.

iniquus, *not equal to*.

proximus, *next to*.

ūtilis, *useful to*.

idōneus, *suitable for*.

aptus, *suitable for*.

pār, *equal to*.

aequus, *equal to*.

amicus, *friendly*.

cārus, *dear*.

familiāris, *friendly to*.

aliēnus, *unfavorable, foreign*.

castrīs idōneum locum, *a place suitable for a camp*.

filius patrī similis, *a son like his father*.

1. **Similis** and a few others also sometimes govern the genitive (cf. 24).

36. **Dative of Reference.**—The dative is used to denote the person to whom the thought of the sentence is of special interest. This dative is translated into English in a variety of ways:

laudāvit mihi frātrem, *he praised my brother*. (**mihi** shows that it was out of regard for me, while **meum** would imply no such motive.)

nōbis divitēs esse volumus, *we wish to be rich for ourselves*.

37. **Dative of Purpose or End.**—The dative is often used to denote the *purpose, use, or result* of a thing, often

with another dative of the person *for whom*. This construction is most common with the verb **sum**:

māgnō ūsuī nostrīs fuit, *it was a great help to our men*
(literally, *it was for a great help to our men*).

tertiam aciem nostrīs subsidiō misit, *he sent the third line as a relief to our men*.

The datives most frequently used are: **ūsui**, **subsidiō**, **praesidiō**, **auxiliō**, **cūrae**, **mūnerī**, **odiō**, **bōnō**, **impedimentō**.

REFERENCES FOR DATIVES

[H. 422-436; (382-392); LM. 525-548; A. 361-385; (224-236); G. 344-359; B. 186-193.]

38. Translate:

1. You and your sister gave him **this**.
2. The soldiers obey the general.
3. He wrote a letter to his mother.
4. Caesar was persuaded.
5. The wall will be a great hindrance to the enemy.
6. He put¹ an officer in charge of the legion.
7. The farmer had² fertile fields.
8. There was a hill opposite the town.
9. My³ brother went to Corinth.
10. He took the lead of all his friends.

LESSON 5

THE ABLATIVE CASE

39. Verbs indicating *separation* or *privation* take an ablative to denote the thing from which the separation takes place. A preposition, **ab** or **ex**, is often used with

¹ Put in charge of = **praefficiō**.

² Do not use the verb **habēō**.

³ Do not use **meus**; express the idea in another way.

these verbs, and regularly when the ablative denotes a person :

māgnō mē metū liberābis, you will free me from great fear.
sēcernantur ā nōbīs, let them be separated from us.

auxiliō eget, he needs help.

dē prōvinciā dēcēdere, to withdraw from one's province.

40. The ablative, with or without a preposition, *dē*, *ex*, or *ab*, is used to denote the *source* from which a thing is derived, or the *material* of which it consists.

Source — *amplissimō genere nātus, born of an influential family.*

Material (*ex* is regularly used) — *pōcula ex aurō, cups of gold.* An adjective could also be used, as *pōcula aurea*. Also a genitive of material, *pōcula aurī*.

41. The ablative with *ā* or *ab* is used with passive verbs to denote the *personal agent* ;

ab his fit initium, a beginning is made by them.

42. An ablative may be used with a comparative instead of *quam*, *than*, and a nominative or accusative :

patria mihi vitā cārīor est, my country is dearer to me than life (*quam vitā* could be used instead of *vitā*).

tui studiōsior sum quam illius, I am fonder of you than of him (here the ablative could not be used).

43. The ablative may denote the *cause*, *means*, or *instrument* :

fortūnā amīci gaudeō, I rejoice at the good fortune of my friend (i.e. *on account of*, etc.).

lacte atque pecore vivunt, they live upon milk and flesh (i.e. *by means of milk and flesh*).

1. The ablative of the *agent* (which requires *ā* or *ab*) must be carefully distinguished from the ablative of *means* or *instrument*, which uses no preposition. See 41.

44. The deponent verbs *ūtor*, *use* ; *fruor*, *enjoy* ; *fungor*, *perform* ; *potior*, *get possession of* ; *vescor*, *eat* ; and their compounds, govern the ablative :

vītā fruitur, *he enjoys life.*

45. The ablative, with or without *cum*, may be used to express the *manner* of an action. If the noun is modified by an adjective, *cum* is often omitted, otherwise *cum* is regularly used.

Allobrogēs māgnā cum cūrā suōs finis tuentur, *the Allobroges guard their own territory with great care.* (Note the position of *cum* ; *māgnā curā* would also mean *with great care.*)

cum celeritāte vēnit, *he came with speed (speedily).*

1. Some nouns that are unmodified express manner without *cum* :

iūre, *rightly.*

iniūriā, *wrongly.*

vī, *by force, forcibly.*

cōnsiliō, *on purpose.*

casū, *by chance.*

cōnsuetūdine, *mōre*, *according to custom.*

46. To denote *accompaniment*, the ablative is used with *cum*. But *cum* is often omitted in military expressions where an adjective is used :

cum comitātibus profectus est, *he set out with his attendants.*

47. Ablative of Specification. — The ablative is used with nouns, verbs, and adjectives to show that *in respect to which* the statement applies :

reliquōs Gallōs virtūte praecēdunt, they excel the rest of the Gauls in courage.

claudus pede, lame in his foot.

1. Note the phrases :

minor nātū, younger (literally, *less in respect to age or birth*).
māior nātū, older.

2. On this principle the adjectives *dignus* and *indignus* govern the ablative :

dignī honōre, worthy of honor.

48. Ablative of Degree of Difference. — With words expressing comparison the ablative is used to denote the amount or degree of difference between the objects. Especially common are the ablatives *paulō, little* ; *multō, much* ; *tantō, quantō, hōc, quō.*

tribus pedibus altior, three feet higher (literally, *higher by three feet*).

multō mē vigilāre ācrius, that I watch much more sharply (literally, *more sharply by much*).

49. Ablative of Quality. — The ablative, modified by an adjective or genitive, is used to denote quality :

summā virtūte adulēscēns, a youth of the highest worth.

1. The genitive case likewise may describe a noun, or express quality. See 22.

50. The Ablative of Price. — The definite price of a thing is expressed by the ablative :

servum quinque minis ēmit, he bought the slave for five minae.

1. For the genitive of indefinite price, see 29.

51. Ablative of Time. — The ablative is used to express

1. Time *when* an action takes place :

posterō diē movet castra, on the next day he moves his camp.

2. Time *within which* an action takes place. The preposition *in* is sometimes used :

his paucis diēbus, within these few days.

1. For the accusative of the *duration* of time, see 16.

52. The ablative absolute is explained in the lesson on the participle. See 89.

REFERENCES FOR ABLATIVE

[H. 459-487; (411-429); LM. 596-655; A. 398-420, 423, 426; (242-253); G. 384-408; B. 213-226.]

53. Translate :

1. Rome was much larger than Corinth.
2. For five days they refrained from battle.
3. She was born of a German family.
4. It is very important¹ for me to remember this.
5. He performed his task very carefully.
6. On the third day, through the bravery of his troops, Caesar got possession of the town.
7. This river is two feet wider than that one.²
8. Aspasia was famous for her wisdom.
9. Our ancestors were men of great ability.
10. He was slain by a sword by one of the soldiers.

¹ See 29.

² Omit.

LESSON 6

REVIEW AND SIGHT PRACTICE

54. Review the principles of syntax in sections 1-51.

55. Learn thoroughly the meanings of the following words:

1. faciō.	25. petō.
2. fugō. ¹	26. rū.
3. soror.	27. mittō.
4. frāter.	28. postulō.
5. habēō.	29. mūrus.
6. miles.	30. maneō.
7. dō.	31. proficīscor.
8. studium.	32. satis.
9. videō.	33. parum.
10. opus.	34. miseret.
11. cēlō.	35. pudet.
12. frūmentum.	36. persuādeō.
13. perītus.	37. crēdō.
14. cupidus.	38. imperō.
15. meminī. ²	39. dēlectō.
16. reminīscor.	40. liberō.
17. oblivīscor.	41. egeō.
18. similis.	42. fungor.
19. praesidium.	43. potior.
20. ūsus.	44. finis.
21. mille. ³	45. adulēscēns.
22. creō.	46. nāscor.
23. poscō.	47. clārus.
24. quaerō.	48. nancīscor.

¹ Do not confuse this with fugiō.

² Perfect in form, but present in meaning.

³ Look up its declension.

56. Memorize the principal parts of the verbs in 55.

57. Let the instructor form several original sentences in English from the words in 55, illustrating the grammatical principles of 1-51. These sentences may be given for oral drill or a written exercise.

LESSON 7

PRONOUNS: DEMONSTRATIVE, PERSONAL, REFLEXIVE, POSSESSIVE

58. Demonstrative pronouns point out what object is referred to, and show whether it is *here* or *there*.

They are :

1. *hic, this* (i.e. *the object that is near where I am*).
2. *iste, that* (*that near you*).
3. *ille, that* (*that yonder, over there, not near the speaker*).

59. *Hic* is, therefore, called the demonstrative of the *first person*. It is used as follows :

1. To point out the object that is near the speaker (in time, place, thought, or on the written page).

2. To refer to the *present* as contrasted with the *past* :

haec tempora, modern times, present times.

3. To refer to what follows :

ei^{us} belli haec fuit causa, the cause of this war was as follows.

4. Sometimes to refer to what precedes :

his Caesar ita respondit, to them (the persons just mentioned) *Caesar thus replied.*

5. In reference to two objects previously mentioned, *hic* generally refers to the latter one, and is translated,

the latter. Ille refers to the former, and is translated *the former*.

[H. 505-507; (450); LM. 1049-1055; A. 296, 297; (102, a, b); G. 305-307; B. 246.]¹

60. Iste is called the demonstrative of the second person. It often implies contempt, as :

iste Manlius, *that* (fellow) *Manlius of yours*.

[H. 507, 3; (450); LM. 1053; A. 297, a, b, e, f; (102, c); G. 306; B. 246, 4.]

61. Ille is called the demonstrative of the third person. It is often translated :

1. *The former* [see 59, 5].

2. *That well-known, that notorious, that famous*, etc.

Māgnus ille Alexander, *that famous Alexander the Great*.

(Note the position of ille.)

62. Learn the following adverbs of place :

PLACE WHERE	PLACE TO WHICH	PLACE FROM WHICH
hīc , <i>here</i> .	hūc , <i>hither</i> .	hinc , <i>hence</i> .
istīc , <i>there</i> .	istūc , <i>thither</i> .	istinc , <i>thence</i> .
illīc , <i>there</i> .	illūc , <i>thither</i> .	illinc , <i>thence</i> .

63. The determinative pronoun **is, ea, id**, *that*, is not as strong as **ille**. It is used

1. As a pronoun of the third person, meaning *he, she, it, they*, when one needs to be expressed. See 64.

As an antecedent of the relative, **is quī**, *he, who*, etc.

¹ Grammatical reference will now be given, as far as is possible, after each section.

2. The English expression "that of " is not expressed by **is** and a genitive, but by a genitive alone or by the repetition of the noun to which "that" refers :

in exercitū Sullae et postea in Crassi fuerat, *he had been in the army of Sulla, and afterwards in that of Crassus.*

3. **Is** has often the force of *tālis*, *such* :

nōn sum is quī terrear, *I am not such a person as to be frightened.*

[H. 508; (451); LM. 1056-1058; A. 297, b, d, e, f; (102, d); G. 308; B. 247.]

64. The personal pronouns **ego**, *I*; **tū**, *you*; **is**, *ea*, *id*, *he*, *she*, *it*, are used as subjects only to show emphasis or avoid ambiguity; **tē vocō**, *I'm calling you*; but **ego tē vocō**, *I (emphatic) am calling you* (such emphasis might be expressed in English by the translation, "It is I who am calling you").

1. The genitive forms **meī**, **tuī**, **sui**, **vestrī**, **nostrī**, are chiefly used as objective genitives. See 21, 2. The genitive plural forms in **-ūm** (**nostrūm**, **vestrūm**) are generally used as partitive genitives :

dēsiderium vestrī, *longing for you.*

nēmō vestrūm, *no one of you.*

2. Never express *my*, *your*, *our*, etc., by the genitive of the pronoun. Use the proper possessive adjective. See 67.

[H. 500; (446, N. 3); LM. 456, 1041; A. 295; (194); G. 304; B. 242.]

65. A reflexive pronoun refers to the subject of the sentence. There are two uses.

1. It may refer to the subject of the clause in which it stands (direct reflexive):

sē videt, *he sees himself.*

2. It may be used in a subordinate clause and refer, not to the subject of its own clause, but to the subject of the principal clause (indirect reflexive):

cum intellegeret sibi bellum gerendum, when he perceived that he must wage war. (Sibi refers to the subject of intellegeret.)

66. The personal pronouns of the first and second person are also used as reflexives. But there is a special reflexive for the third person:

suī, etc., himself, herself, itself; (plural) themselves.

[H. 174, 502; (448, 449); LM. 1042-1046; A. 299-301; (196); G. 309, 520, 521; B. 244.]

67. The possessive pronouns are:

meus, my, mine; noster, our, ours; tuus, your, yours; vester, your, yours (plural); suus, his, hers, its, their, theirs (reflexive).

Note the following:

1. They are all declined like adjectives of the first and second declension, and agree in gender, number, and case with the noun *to which they belong*, and not *with the noun to which they refer*:

suam mātrem occidit, he slew his own mother.

2. They are generally not expressed in Latin, except for the purpose of clearness:

videō patrem, I see my father. (To express I see your father it would be necessary to use videō tuum patrem.)

3. The possessive pronouns of the third person in English, *his, hers, its, their*, may refer either to the subject of the verb (*i.e.* be reflexive), or refer to some other person

than the subject. When reflexive, **suus** must be used, otherwise use the genitive of **is**:

laudāvit suum frātrem, *he praised his brother*. (**ēius frātre**m would mean *his brother*, but some one else's brother.)

[H. 176, 501, 502, 503, 1; (447, 449, 1. 1); LM. 271, 1048; A. 299, 302; (196, h, 197); G. 309, 312; B. 243, 86.]

68. Reciprocal Pronouns. — The Latin has no special reciprocal pronoun (*each other, one another*). The reciprocal idea is expressed by the phrases **inter nōs**, **inter vōs**, **inter sē**. See 73, 2.

obsidēs inter sē dedērunt, *they gave one another hostages* (literally, *they gave hostages among themselves*).

[H. 502, 1; (448, N.); LM. 1047; A. 301, f, 145, c; (196, f); G. 221; B. 245.]

69. Summary of personal, reflexive, and possessive pronouns:

	PERSONAL	REFLEXIVE	POSSESSIVE
FIRST PERSON	ego	meī ¹	meus, -a, -um , <i>my, mine</i> . noster, nostra, nostrum , <i>our, ours</i> .
SECOND PERSON	tū	tui ¹	tuus, -a, -um , <i>your, yours</i> (sing.). vester, vestra, vestrum , <i>your, yours</i> (pl.).
THIRD PERSON	is, ea, id	sui ¹	suus, -a, -um , <i>his, his own, hers, her own</i> , etc. (reflexive). When not reflexive, use genitive of is, ea, id .

¹ Why is there no nominative form for reflexives?

70. Translate :

1. You have convinced yourselves.
2. He praised his own friends, but blamed his.
3. I am the one¹ that is doing this.
4. We love each other.
5. They saw her mother on the street.
6. The former is his friend, the latter my enemy.
7. She said that² they would obey her.
8. Many of us will be freed from fear.
9. He sold her house and that of his brother.
10. The following are my reasons.

LESSON 8

PRONOUNS (CONTINUED). CORRELATIVES

71. **Relative Pronouns.** — The relative pronoun **quī, quae, quod, who, which, that**, agrees with its antecedent in gender and number, but its case depends upon the construction of the clause in which it stands :

pecūnia quam habeo, *the money that I have*. (Here **quam** is accusative because it is the direct object of **habeo**.)

gladius quō pugnābat, *the sword with which he fought*. (Here **quō** is ablative because it expresses the instrument.)

1. The relative generally agrees in gender and number with a predicate noun of its own clause, rather than with an antecedent of different gender and number :

Celtae, quae est tertia pars, *the Celts, who are the third part*.

2. Sometimes the relative takes its gender and number from the *real meaning* of its antecedent, rather than its actual form :

¹ See 64. ² *that . . . obey* : use accusative and future infinitive.

nostra **quī** **adsumus** **salūs**, *the safety of us who are present.*
 (Here **quī** agrees with **nostrū** implied in **nostra**.)

3. The antecedent of the relative is sometimes omitted, especially if it is indefinite :

sunt quī, etc., *there are men who.*

4. In English the relative is sometimes omitted, but *never* in Latin. Thus, *the book I have* must be expressed in Latin **liber quem habeo**.

5. The antecedent of the relative is often incorporated in the relative clause :

urbem quam statuō **vestra** **est**, *the city which I am building is yours* (literally, *what city I am building is yours*).

6. A relative is used at the beginning of a sentence or clause, where in English a demonstrative or personal pronoun would be used :

quae cum ita sint, *since these things are so.*
quō factum est, *from this it resulted.*

7. A relative clause in Latin is often used when the corresponding construction is not employed in English :

the bystanders, **quī adsunt** (literally, *those who are present*).
the standard bearer, **quī aquilam ferēbat** (literally, *he who carried the eagle*).

the existing laws, **lēgēs quae nunc sunt** (literally, *the laws which now exist [are]*).

the plaintiff, **ille quī petit** (literally, *he who sues*).

[H. 396, 510; (445); LM. 820-827; A. 304-308; (198, 199, 201); G. 610-616; B. 250, 251.]

72. Indefinite pronouns are used to indicate that *some* person or thing is referred to, without indicating *just what*

one. They vary in degree of indefiniteness. **Quis** is the least definite, and **quidam** the most definite. The meanings of the following indefinite pronouns should be thoroughly learned :

quis (generally used only after **sī, nisi, nē, num**), *some one, any one.*

aliquis, *some one, any one.*

quisquam, *any one* (used chiefly in negative and conditional sentences).

quīvis } *any one you please.*
quilibet }

quisque, *each.*

quidam, *a certain, a.*

1. **Quis**, *some, any*, is never the first word in its clause :

sī quid his . . . accidat, *if anything should happen to these.*

2. **Quisque**, *each*, should be distinguished from **omnis**, *every*. It is not often used in the plural. **quisque** regularly follows the word to which it belongs.

3. **Quisque** is often used with the superlative:

optimus quisque, *all the best* (literally, *each best one*).

[H. 512; (455-458); LM. 1064-1072; A. 309-314; (202); G. 313-318; B. 252.]

73. **Alius**, *other* (of more than two), and **alter**, *other* (of two only), are used idiomatically as follows:

1. In pairs, **alius . . . alius**, *one . . . another*; **alter, alter**, *the one . . . the other*; **alter exercitum perdidit, alter vēdidit**, *one ruined the army, the other sold it.*

2. When repeated in different cases or when used with the corresponding adverb, they express in a condensed form various idiomatic phrases:

alius - allum incūsat, *one accuses one, another another* (literally, *another accuses another*, i.e. *each one accuses some one else*).

aliī aliam in partem, (*they fled*) *some in one direction, others in another*.

[H. 516; (459); LM. 1047; A. 315; (203); G. 319; B. 253.]

74. Ipse, self, emphasizes the substantive with which it is used. Do not confuse it with the reflexive (65, 66). "Self" in English may be either intensive or reflexive, while the Latin has a special word for each :

sē videt, *he sees himself* (reflexive).

ipse puerum videt, *he himself sees the boy* (intensive).

Note the following uses and meanings of **ipse** :

1. *very, mere, in person, own accord, etc.*

eō ipsō diē, *on that very day*.

ipsā audāciā, *by mere audacity*.

ipse aderat, *he was present in person*.

valvae sē ipsae aperuērunt, *the doors opened of their own accord*.

2. When it emphasizes a reflexive, it is put in the nominative rather than in agreement with the reflexive :

sē ipse continēre nōn potest, *he cannot contain himself* (not **sē ipsum**).

3. It is sometimes used instead of an indirect reflexive :

lēgātōs misit quī ipsī vitam peterent, *he sent messengers to beg life for himself* (here **ipsī** is used instead of **sibi**).

[H. 509; (452); LM. 1060-1062; A. 298, c-f, 300, b; (195, f-l); G. 311; B. 249.]

75. The interrogative pronoun is **quis** (**quī**), **quae**, **quid** (**quod**), *who, which, what?* The forms **quī** and **quod** are generally used as interrogative adjectives:

quī locus est, *what place is there?*

Quis and **quid** are generally used as pronouns (i.e. no noun is expressed):

quis clārior Themīstocle, *who is more famous than Themistocles?*

[H. 511; (454); LM. 285; A. 148, 149; (104); G. 106; B. 90.]

76. **Īdem**, *the same*, is often equivalent to the English *likewise, at the same time, also, yet*:

quod idem mihi contigit, *which likewise (or also) happened to me* (literally, *which, the same thing*).

quidquid honestum est, idem est ūtile, *whatever is honorable is at the same time advantageous*.

cum . . . dicat, negat idem, *although he says, etc., yet he denies, etc.* (literally, *he, the same man, denies*).

1. For **idem** **atque** (**ac**), *the same as*, see 82, 3.

[H. 508; (451, 3, 5); LM. 1059; A. 298, a, b; (195, e); G. 310; B. 248.]

77. Translate:

1. I witnessed those deeds with my own eyes.
2. What road did he fortify?
3. The boy, whose book I have, is not here to-day.
4. He blamed himself for his laziness.
5. The Rhine, which is a river in Europe, is one hundred feet wide.
6. All the houses I had were burned.
7. Some did one thing, others another.

8. The perpetrators¹ of the crime have left the city.
9. That also belongs to me.²
10. Each one fled to the very gates of the city.

LESSON 9

QUESTIONS. NEGATIVE CONNECTIVES

78. Direct questions in Latin are not distinguished by the order of the words, as in English. They are introduced by the following special words:

1. **-ne**. This is an enclitic, and is added to the emphatic word, generally the first word. Such a question merely asks for information:

mānsitne Rōmae? *did he stay at Rome?*

2. **nōnne**. This particle implies that the answer "yes" is expected:

nōnne mānsit Rōmae? *didn't he stay at Rome, or he staid at Rome, didn't he?* (answer "yes" expected).

3. **num**. This particle implies the answer "no."

num mānsit Rōmae? *did he stay at Rome? or he didn't stay at Rome, did he?* (answer "no" expected).

[H. 378; (351, N. 1-3); LM. 697-701; A. 330-333; (210); G. 454-456; B. 162, 2.]

79. Direct questions that are introduced by the various interrogative pronouns and adverbs, such as **quis**, **quī**, **ubi**, **quālis**, **quot**, etc., are like the corresponding English questions, and involve no difficulties. See 75.

¹ What does this noun really mean?

² *belongs to me* = is mine.

80. In double or alternative questions, *utrum*, *-ne*, *whether*, or occasionally no particle at all, is used in the first member; in the second, *an*, *or*, is used. In direct questions, if the second member is negative, *annōn*, *or not*, is used; in indirect questions, *necne*.

The following table summarizes the various forms:

FIRST MEMBER	SECOND AND SUBSEQUENT MEMBERS
<i>utrum</i> , <i>whether</i> .	<i>an</i> , <i>or</i> .
<i>-ne</i> .	<i>an</i> .
—	<i>an</i> .

EXAMPLES:

<i>utrum bonum an malum est?</i>	} <i>is it good or bad?</i>
<i>bonūne an malum est?</i>	
<i>bonum an malum est?</i>	

mānsitne Rōmae annōn? *did he stay at Rome or not?*

[H. 380; (353); LM. 705; A. 334, 335; (211); G. 458; B. 162, 4.]

81. *Answers.* — Latin has no words meaning exclusively “yes” or “no.” Answers are expressed as follows:

1. By repeating the verb:

mānsitne Rōmae? *did he stay at Rome?* *mārsit*, *yes* (or *nōn mānsit*, *no*).

2. By the following adverbs and phrases:

For “yes,”

ita, *so*, *true*, etc.

ita est, *it is so*, etc.

etiam, *even so*, *yes*, etc.

sānē, *surely*, *no doubt*, etc.

vērō, *in truth*, *true*, *no doubt*, etc.

certē, *certainly*, *unquestionably*, etc.; and others.

For "no,"

nōn, not (so).

minimē, not at all.

nūllō modō, by no means.

nōn quidem, certainly not ; why, no ; etc. ; and others.

[H. 379 ; (352) ; LM. 703, 704 ; A. 336, 337 ; (212) ; G. 471 ; B. 162, 5.]

82. **Connectives.**—Note the following facts about the connection of coördinate words and clauses :

1. **et** is the most common particle of connection, and unites likes and unlikes.

2. **-que** (enclitic) unites more closely than **et**. It combines things that belong closely to each other, and is appended to the first word of its clause (unless that word is a preposition of one syllable).

periculis insidiisque, dangers and plots.

3. **atque (ac)** generally emphasizes the second of the two things mentioned, as the English "and also," "and in fact," "and indeed." After words of *likeness* and *difference*, **atque (ac)** may have the force of *as, than*. **Ac** never stands before vowels or *h*.

intrā moenia atque in sinū urbis sunt hostēs, within the walls, and, in fact, in the heart of the city are the enemies.

ego idem sentiō ac tū, I think the same as you.

4. **etiam, even, still**, emphasizes the word to which it belongs, and which it generally precedes.

5. **quoque, also**, immediately follows the word to which it belongs.

6. When three or more words are to be connected, either (1) connect all by *et*, or (2) omit all conjunctions, or (3) connect the last two by *-que*.

<i>uxōrēs, et liberī, et bona,</i>	} <i>wives, children, and property.</i>
<i>uxōrēs, liberī, bona,</i>	
<i>uxōrēs, liberī, bonaque,</i>	

7. Instead of *et* and the negative, *neque* (*nec*) and the positive is generally used in Latin. Such combinations give us the following phrases:

<i>and not,</i>	<i>neque (nec),</i>	<i>literally, nor,</i>
<i>and no,</i>	<i>neque ūllus,</i>	<i>nor any,</i>
<i>and never,</i>	<i>neque umquam,</i>	<i>nor ever,</i>
<i>and no one,</i>	<i>neque quisquam,</i>	<i>nor any one,</i>
<i>and nothing,</i>	<i>neque quidquam,</i>	<i>nor anything.</i>

8. Two adjectives belonging to one noun are connected by *et*, and generally follow the noun:

vir clārus et fortis, a famous brave man.

[H. 314, 315; (310); LM. 755-761; A. 323, 324; (156); G. 475-480; B. 341.]

83. Translate:

1. He will go to Rome, will he not?
2. They had many fields, buildings, and cattle.
3. Whose book is that on the table?
4. He was a general, and no one obeyed him.
5. Do you remember? No.
6. Will he not use his sword?
7. Did he fight or stay in camp?
8. Will you free us from danger? No, indeed.
9. A Roman is a brave, faithful soldier.
10. The Gauls plundered the houses, and, indeed, the very temples of Rome.

LESSON 10

THE PARTICIPLE—ITS USES AND TENSES

84. The participle is a verbal adjective. As a verb, it may govern a case; as an adjective, it agrees with a substantive. The tenses of the participle denote time, *not absolutely*, as in the indicative mood, *but with reference to the time of the verb* of the clause in which it stands. The participle has the following tenses:

Present: representing an action as *in progress* at the time indicated by the tense of the verb:

videō eum id agentem, *I see him as he DOES it* (literally, *him doing it*).

vidēbam eum id agentem, *I saw him as he WAS DOING it*.

vidēbō eum id agentem, *I shall see him as he WILL BE DOING it*.

Note that the participle in these examples expresses no absolute time. It describes an action that *is going on* at the time of the main verb.

Perfect: representing an action as *completed* at the time indicated by the tense of the verb:

cohortātus suōs abiit, *he ENCOURAGED his troops, and went away* (literally, *having encouraged his troops, he went away*).

cohortātus suōs abit, *he ENCOURAGES his troops, and goes away*.

cohortātus suōs abībit, *he WILL ENCOURAGE his troops, and then go away*.

Note again in these examples the various meanings of the perfect participle, yet they all express *action that is completed* before the action of the main verb begins.

Future: expressing *subsequent* action :

vidēbam eum id āctūrum, *I saw him when he was intending to do it.*

[H. 636, 640; (548, 550); LM. 1009-1011; A. 488-493; (289, 290); G. 282, 283; B. 336.]

85. The following outline shows how the tenses of the participle may be formed from the stems obtained from the principal parts :

Present stem. Perf. act. stem. Perf. pass. stem.

PRINCIPAL PARTS.—**agō, age|re ēg|ī āct|us**

TENSE	ACTIVE VOICE	PASSIVE VOICE
PRESENT	pres. stem + ns	wanting
FUTURE	perf. pass. stem + ūrus	<i>Gerundive.</i> Pres. stem + ndus
PERFECT	wanting	the last one of the principal parts

1. Deponent verbs have the participles of both voices.

2. The missing perfect active participle is supplied by the perfect passive participle of the deponent verbs; if there is no deponent verb with the necessary meaning, clauses with **cum, postquam**, etc., may be used :

having done this, he went away, cum id fēcisset, abiit.

3. The missing present passive participle is supplied by clauses with **dum, cum**, or **quod**.

4. The perfect participles of some deponents are used practically like our present participle :

ūsus, using.

secūtus, following.

arbitrātus, ratus, thinking.

solitus, accustomed.

ausus, daring.

And some others.

[H. 222, 1, 640, 1, 4, 5 ; (231, 550, N. 4 and 5) ; LM. 393-401 ; A. 190, a, b, 491, 493 ; (135, a, 290 b, c, d) ; G. 128, 585 R. ; B. 112, a, 336, 5, 356, 2.]

86. Form all the participles (giving the English meanings) of the following verbs :

dō, dare, dedi, datus, give.

videō, vidēre, vidi, visus, see.

faciō, facere, feci, factus, make, do.

sequor, sequi, secūtus sum, follow.

mūniō, mūnīre, mūnivi, mūnitus, fortify.

87. Participles are used in Latin more extensively than in English. They may express *time, condition, cause, manner, means, concession, circumstance.*

Study carefully the following examples which show the various relations that the participle expresses :

1. *Time.*

militēs cohortātus . . . proeli committendī signum dedit,
after he had encouraged his soldiers, he gave the signal to
begin battle.

2. *Condition.*

damnātum poenam sequi oportēbat, if condemned, the punish-
ment must follow.

3. *Cause.*

hōrum auctōritāte finitimī adductī retinent, since their neighbors were influenced by their authority, they retained.

4. *Manner.*

Rōmānī grātulantēs Horātium accipiunt, the Romans receive Horatius with congratulations (congratulating).

5. *Means.*

sōl oriēns diem cōnficit, the sun, by its rising, makes the day.

6. *Concession.*

repulsus in oppidum, tamen . . . impetrāvit, although he had been driven back into the town, yet he gained, etc.

It will be seen from these examples that clauses beginning with “if,” “when,” “after,” “although,” “since,” “while,” etc., and relative clauses may often be rendered in Latin by the participle.

[H. 637-639; (549); LM. 1017; A. 496; (292); G. 664-668; B. 337, 2.]

88. When a verb in English is coördinate (connected by “and”) with another verb, it may often be rendered in Latin by a participle in agreement with the subject or object of that verb:

cōpiās ēductās ex castrīs instrūxērunt, they led their troops out of camp and drew them up (literally, they drew up their troops HAVING BEEN LED out of camp).

89. **Ablative Absolute.**—A noun or pronoun in the ablative, with a participle agreeing with it, may be used to express any of the relations mentioned in 87. The word “absolute” means that this construction can be used only

when the noun has no grammatical connection with the rest of the sentence :

armis obsidibusque acceptis Crassus . . . profectus est, *after arms and hostages had been received, Crassus set out*, etc.

The student will notice that it is possible to use the ablative absolute in the above example because **armis . . . acceptis** has nothing to do grammatically with the main clause, *Crassus set out*.

1. The ablative absolute is often used to supply the lack of a perfect active participle [85, 2]. If we wished to express *Caesar having done this*, we must say **quō factō Caesar** (*this having been done, Caesar*).

2. The participle is sometimes omitted, and two substantives, or a substantive and an adjective, are used in the ablative absolute construction :

duce Brūtō, *under the leadership of Brutus*.

[H. 489; (431); LM. 638-642; A. 419, 420; (255); G. 409, 410; B. 227.]

90. Translate :

1. When they had performed these deeds, they set out for Rome.

2. Though he was wounded, he fought for many hours.

3. I heard her while she was speaking.

4. He took¹ the town and killed the inhabitants.

5. He received the gifts that had been sent.

6. When Cicero had been elected² consul, he drove Catiline from Rome.

7. When Cicero had been elected² consul, Catiline formed a conspiracy.

8. We become better citizens by doing³ our duty.

9. If he is killed, we shall all mourn.

¹ Use **potior**.

² Use **faciō**.

³ Use **fungor**.

LESSON 11

GERUND AND GERUNDIVE. THE PERIPHRASTIC CONJUGATIONS. SUPINE

91. The gerund is a verbal noun. It has only the oblique cases of the singular, i.e. *genitive*, *dative*, *accusative*, and *ablative*. As a *noun* the gerund may itself be governed by other words; as a *verb* it may take an object.

Examples of its use in different cases:

Genitive.

ars vivendi, *art of living.*

agendi causā, *for the sake of doing.*

cupidus videndi, *desirous of seeing.*

Dative.

aqua utilis est bibendō, *water is useful for drinking.*

The dative is not often used.

Accusative.

This case is used only with *ad* (sometimes *in*) to denote purpose.

nūlla rēs tantum ad dicendum prōficit, etc., *nothing is as profitable for speaking, etc.*

Ablative.

dēterrere ā scribendō, *to deter from writing.*

mēns discendō alitur et cōgitandō, *the mind grows by learning and reflection.*

NOTE. — As a rule, the gerund takes a direct object only when used in the genitive or the ablative (without a preposition).

[H. 624-631; (541-542); LM. 989, 990; A. 501-507; (295-301); G. 425-433; B. 338.]

92. The gerundive is a verbal adjective and is passive in its literal meaning. See 85. Therefore, being an adjective, it always agrees with a substantive :

cōnsilia urbis dēlendae, plans for destroying the city (literally, plans of the city to be destroyed).

ad pācem petendam vērunt, they came to seek peace (literally, they came for peace to be asked).

93. Gerundive Construction used instead of the Gerund. — When the genitive or ablative of the gerund would have a direct object, the gerundive is generally used instead. See 91, note.

GERUND CONSTRUCTION

cupidus pācem petendī, desirous of seeking peace.

scribendō epistulās, by writing letters.

GERUNDIVE CONSTRUCTION
(preferable)

cupidus pācis petendae.

scribendis epistulis.

1. The gerundive is always used to avoid using a direct object with the dative of the gerund, or with a case dependent upon a preposition. 91, note.

aptum tēgendis corporibus, suited to the defense of the body.

ad pācem petendam vērunt, they came to seek peace.

Brūtus in liberandā patriā est interfectus, Brutus was slain in freeing his country.

2. When the genitives *meī, tuī, suī, nostrī, vestrī*, are used in the gerundive construction, the gerundive regularly ends in *dī*, regardless of the gender and number of the pronoun :

nostrī servandī causā, for the sake of saving ourselves.

[H. 625-631; (543, 544); LM. 987-1003; A. 503-507; (296-301); G. 427-433; B. 339.]

94. Active Periphrastic Conjugation. — This is formed by the future active participle and the auxiliary verb **sum**. It expresses the idea conveyed by the English phrases “I am about to,” “I am going to,” “I intend to”:

amātūrus est, *he is about to love.*

[H. 236 (233); LM. 355; A. 193-195; (129); G. 247; B. 115.]

95. Passive Periphrastic Conjugation. — This is formed by the gerundive and the auxiliary verb **sum**. It expresses *obligation* or *necessity*, and in its literal meaning is passive. The agent is expressed by the dative case.

Note the following points:

1. Since the conjugation is passive, all active English sentences must be recast into the passive voice before they can be literally translated in Latin. Thus: “I must give the signal” (active) = “The signal must be given by me” (passive) = **sīgnum mihi est dandum**.

2. Intransitive verbs of this conjugation are always used impersonally in Latin. Thus: “We ought to come” = “It ought to be come by us” = **nōbīs veniendum**.

[H. 237; (234); LM. 991, 992; A. 193-196; (129); G. 251; B. 115.]

96. Supine.

1. The form ending in **-um** is used chiefly to express purpose after verbs of motion:

ad Caesarem grātulātum convēnērunt, *they came to Caesar to congratulate him.*

2. The form in **-ū** is used as an ablative of specification with various adjectives:

hōc est optimum factū, *this is best to do* (literally, *this is best in respect to doing*).

mirābile dictū, *wonderful to say*.

[H. 633, 635; (546, 547); LM. 1004-1008; A. 508-510; (302, 303); G. 435, 436; B. 340.]

97. Translate:

1. She was fitted to rule.
2. You must remain here.
3. Ambassadors came to seek peace.¹
4. Since Crassus is their leader, they ought to fight bravely.
5. They formed² the plan of renewing the war.
6. We will flee for the sake of saving ourselves.
7. No time was given the Romans to³ arm themselves.
8. That is easy to do.
9. Caesar had to recall the soldiers.
10. By giving and aiding we enjoy life.

LESSON 12

REVIEW AND SIGHT PRACTICE

98. Review the principles of syntax in 58-96.

99. Learn thoroughly the meanings of the following words:

1. **hinc**.

2. **illic**.

3. **hūc**.

4. **culpō**, *I blame*.

5. **inimicus**, *hostis*.

6. **pāreō**.

7. **vēndō**.*

8. **domus**.

9. **soleō**.

10. **quisque**.

¹ Express in two ways.

² **capiō**.

³ **ad** and **acc**.

- | | |
|----------------|-----------------------------------|
| 11. quisquis. | 31. aperiō. |
| 12. quisquam. | 32. mūniō. |
| 13. quīdam. | 33. pigritia, ae, <i>laziness</i> |
| 14. relinquo. | 34. pēs. |
| 15. porta. | 35. minimē. |
| 16. portus. | 36. quidem, nē-quidem. |
| 17. etiam. | 37. quoque. |
| 18. vērō. | 38. aedificium. |
| 19. ager. | 39. castra. |
| 20. agō. | 40. periculum. |
| 21. cohortor.* | 41. fidēlis. |
| 22. audeō.* | 42. cōficiō. |
| 23. audiō. | 43. instruō. |
| 24. obses. | 44. interficiō.* |
| 25. dives. | 45. cōsiliū. |
| 26. aptus. | 46. iuvō. |
| 27. trādō. | 47. statuō. |
| 28. salūs. | 48. cōstituō. |
| 29. adsum. | 49. cōsistō. |
| 30. petō. | |

100. Memorize the principal parts of the verbs given above, and write out all the participles of those that are starred.

101. Let the instructor form several original sentences in English from the words in 99, illustrating the grammatical principles of 58-96. These sentences may be given for oral drill or a written exercise.

LESSON 13

TENSES OF INDICATIVE, SUBJUNCTIVE, AND INFINITIVE.
 DELIBERATIVE SUBJUNCTIVE. HOW TO EXPRESS "OUGHT,"
 "MUST"

102. Present Indicative. — Aside from its regular meanings, the following uses should be noted :

1. It is used to describe past actions and events which the writer imagines to be now going on before his eyes. It is then called the *Historical Present*, and is generally translated by a past tense :

Caesar Aeduīs obsidēs imperat, Caesar demanded hostages of the Aeduan.

2. When *dum*, *while*, is used with the present tense, the verb is generally translated as if it were imperfect :

dum haec geruntur, while these things WERE GOING ON.

3. In combination with, *iam*, *now* : *iam diū*, *now for a long time*; *iam pridem*, *now long since*, and similar words, the present is used with the force of the English perfect.

iam diū cupiō tē visere, I have for a long time wished to visit you (i.e. I now wish and have long wished).

103. Imperfect Indicative. — This tense represents the action as *taking place in past time*.

1. It sometimes represents an action as *customary* or *repeated* :

epulābātur mōre Persārum, he USED TO BANQUET in the Persian style.

2. With *iam*, *iam diū*, *iam dūdum*, etc. [see 102, 2], the imperfect has the force of the English pluperfect :

iam diū cupiēbam tē visere, I had for a long time wished to visit you.

104. Future Indicative. — The Latin uses the future much more exactly than the English. We often use the present tense to refer to future time, the Latin very seldom. Thus:

If he comes, I shall see him, si veniet (literally, will come), eum vidēbō.

105. Perfect Indicative. — Note its two meanings (1) *amāvī, I have loved*, called the present perfect or perfect definite; (2) *amāvī, I loved*, called the historical perfect or perfect indefinite.

106. Note these perfects that have a *present* meaning. Their pluperfect forms have the force of the imperfect:

nōvī, I know.

meminī, I remember.

ōdī, I hate.

cōnsuēvī, I am accustomed.

107. Future-perfect Indicative. — Note again (see 104) how exactly the Latin uses its tenses:

When I reach Rome, I will write, Rōmam cum vēnerō (literally, shall have reached), scribam.

REFERENCES FOR USE OF TENSES OF INDICATIVE

[H. 532-540; (466-473); LM. 730-748; A. 465-479, 556; (276-281); G. 227-244; B. 259-264.]

108. The tenses of the infinitive denote present, past, or future time not absolutely, but *with reference to the time of the verb on which they depend*. The significance of the

tenses is the same as that of the tenses of the participle. Review 84, with the examples given, very carefully.

[H. 617; (537); LM. 978; A. 486, 569, a; (288); G. 529, 530; B. 270.]

109. The following outline shows how the tenses of the infinitive may be formed. Review 85.

INFINITIVES

TENSE	ACTIVE VOICE	PASSIVE VOICE
PRESENT	second one of the principal parts	change final e of present active infinitive to ī, except in third conjugation, which changes ere to ī
FUTURE	future active participle and esse	supine and irī
PERFECT	perfect active stem + isse	perfect passive participle and esse

1. Deponent verbs substitute the future active for the future passive infinitive.

Form all the infinitives of the following verbs:

vincō, vincere, vīcī, victus, conquer.

sentiō, sentire, sēnsī, sēnsus, perceive.

proficīscor, proficīscī, profectus, set out.

110. Deliberative Subjunctive. — The subjunctive is used in questions that are asked, not to receive information, but to indicate (1) *doubt, indignation*, or (2) an *impossibility*

of the thing's being done. The negative is *nōn*. They are most common in the first person.

quid agam, iūdicēs? *what am I to do, judges?*

quid dicerem? *what was I to say? or what could I say?*

[H. 559, 4; (484, V); LM. 723; A. 444; (268); G. 265; B. 277.]

III. English expressions that employ the auxiliary verbs *ought* or *must*, such as *you ought to go*, *he must do this*, are expressed in Latin in several ways:

1. The passive periphrastic conjugation. Review 95.
2. *dēbeō* and the infinitive.
3. *oportet* (an impersonal verb) with the infinitive, or the subjunctive (without *ut*):

tē oportet virtūs trahat, *virtue ought to attract you* (literally, *it ought (to be) that virtue attract you*).

lēgem brevem esse oportet, *a law ought to be brief*.

EXAMPLES: —

<i>id mihi faciendum est,</i>	} <i>I ought to do this,</i>
<i>dēbeō id facere,</i>	
<i>mē oportet id facere,</i>	
<i>oportet id faciam,</i>	
	or
	} <i>I must do this.</i>

[H. 564, II, 1; (502, 1); LM. 694, 782; A. 565; (331, i); G. 535, R. 2; B. 295, 6, 8.]

III. Compare these two English sentences:

“I ought to do this.”

“I ought to have done this.”

In changing to past time, the infinitive changes, and not the main verb “ought.” This is because the verbs “ought” and “must” are defective in English. In the

following Latin examples, note that the *main verb* changes to a past tense, and not the infinitive :

dēbeō id facere, }
oportet mē id facere, } *I ought to do this.*

dēbuī id facere, }
oportuit mē id facere, } *I ought to have done this.*

[H. 618, 2; (537, 1); LM. 980; A. 486, a; (288, a); G. 254, R. 1; B. 270, 2.]

113. Translate :

1. We have been living in the city for many years.
2. Shall I tell him this?
3. She ought to work more diligently.
4. While the city was being fortified, the enemy arrived.
5. He had been in command of ¹ the army a long time.
6. You ought not to have written that letter.
7. He hates them on account of their laziness.
8. Caesar had to fortify his camp.
9. What was I to do?
10. He never used to obey his parents.

LESSON 14

COMMANDS, EXHORTATIONS, PROHIBITIONS; HOW TO EXPRESS "MAY," "CAN," "MIGHT," ETC.

114. The present imperative is used to express a direct positive command in the second person. The future tense is used chiefly in legal phrases :

dā mihi hōc, *give me this.*

[H. 560; (487); LM. 725; A. 448, 449; (269); G. 266; B. 281.]

¹ *Be in command of* = *praesum.*

115. The first and third persons, which are missing in the imperative, are supplied by the subjunctive (negative *nē*). The tense is usually present. The subjunctive then expresses an *exhortation* or an *entreaty*:

amēmus patriam, *let us love our country*.

sēcernant sē ā bonīs, *let them separate themselves from the good*.

[H. 559, I, 560; (484, II); LM. 713; A. 439; (266); G. 263, I, 3; B. 274, 275.]

116. A direct command in the second person, when negative, is called a *prohibition*. They are expressed in Latin as follows:

1. *Nōlī* (plural *nōlite*), *be unwilling*, with the infinitive. This is the common expression: *nōlī hōc facere*, *do not do this* (literally, *be unwilling to do this*).

2. *Nē* with the second person of the perfect subjunctive, or *cavē*, *cavē nē*, *fac nē*, *take care not, see that not*, with the second person of the present or perfect subjunctive. These expressions, however, are less common.

CAUTION. — Do not express prohibition by *nē* or *nōn* and the imperative.

[H. 561, I, 2; (488–489); LM. 728, 729; A. 450; (269, a, b); G. 271, 2, 272, 2; B. 276.]

SUMMARY

PERSON	POSITIVE	NEGATIVE
FIRST	<i>hōc faciāmus</i> , <i>let us do this</i>	<i>nē hōc faciāmus</i> , <i>let us not do this</i>
SECOND	<i>hōc fac</i> , <i>do this</i>	<i>nōlī (nōlite) hōc facere</i> , <i>do not do this</i>
THIRD	<i>hōc faciat</i> , <i>let him do this</i>	<i>nē hōc faciat</i> , <i>let him not do this</i>

117. The English auxiliaries, *may, might, could, would, should*, are not always used with the same force. When used with their full force of *possibility*, or *power*, they are expressed by corresponding Latin verbs. Thus, *licet, it is permitted*, gives the idea of *may, might*; *possum, I am able*, the idea of *could*; *volō, I am willing*, the idea of *would*. When these English auxiliaries are less forceful, that is, are not used with their full literal meaning, they are represented in Latin by the subjunctive mood.

118. Potential Subjunctive. — This expresses an action as *possible* or *conditional*, not as real. It often represents an action as dependent upon some implied condition. The negative is *nōn*. This subjunctive is generally represented in English by *may, should, would*:

quispiam quaerat, some one may ask.

velim, I should wish, or I should like (more polite than *volō, I wish*).

dicerēs, you would say, or would have said.

[H. 552-556; (485, 486); LM. 717-720; A. 445-447, 522; (311, a, b); G. 257, 258; B. 280.]

119. When *may* or *might* emphasize the idea of permission, use *licet*. It is used as follows:

1. Followed by subjunctive.
2. Followed by infinitive.

EXAMPLES:

licet eum (eī) venīre, } he may (i.e. is permitted to) come.
licet veniat,

[H. 564, II, 1, 615; (501, 1, 536, 2, (3)); LM. 693, 782; A. 565, N. 2; (331, i, N. 3); G. 535, 553, 4; B. 295, 6, 327, 1.]

120. Translate:

1. Let them free us from danger.
2. He ought to have remained *here*.
3. Don't leave the city.
4. Let us all enjoy life.
5. What can that fellow do?
6. Let us not be afraid of work.
7. I should like to do that.
8. You may¹ do it if you wish.
9. Some one may¹ ask you for that book.
10. Any one would have fought for² his country.

LESSON 15**CONDITIONS AND WISHES**

121. Conditional sentences are complex sentences consisting of two parts, the condition (or protasis) introduced by "if," "if not," "unless," and the conclusion (or apodosis).

For convenience, they may be arranged in these classes:

I. Conditions referring to *present* or *past* time.

1. Simple.
2. Contrary to Fact (Non-fact).

II. Conditions referring to *future* time.

1. Vivid Future.
2. Less Vivid Future.

122. Simple. — In this class the condition (or protasis) simply states a present or past supposition of fact, without

¹ Does "may" mean "is permitted"?

² Do not use the dative.

implying whether or not it is true. The present and past tenses of the indicative are used in both condition and conclusion :

sī hōc faciunt, bene est, if they do this, it is well.

sī hōc fēcērunt, bene fuit, if they did this, it was well.

[H. 574; (508); LM. 933; A. 515; (306); G. 595; B. 302.]

123. Contrary-to-fact Conditions. — When the condition states a present or past supposition, implying that the condition is not or was not fulfilled (*i.e.* is contrary to the actual facts of the case), the imperfect and pluperfect subjunctive are used in both condition and conclusion. The imperfect expresses present time, the pluperfect past time :

sī hōc facerent, bene esset, if they were (now) doing this (implying that they are not), it would be well.

sī hōc fēcissent, bene fuisset, if they had done this, it would have been well.

1. Expressions of *ability, obligation, or necessity* (such as *dēbeō, oportet, decet, possum*, the periphrastic conjugation, etc.), when used in the conclusion, are often in the imperfect, perfect, or pluperfect *indicative*, instead of the *subjunctive* :

sī Rōmae privātus esset, tamen is erat dēligendus, if he were a private citizen at Rome, yet he ought to be appointed.

[H. 579, 1, 583; (510, 511, 2); LM. 938, 940; A. 517; (308, a, c); G. 597, 3, (a); B. 304, 1, 3.]

124. Vivid Future Condition. — When a supposed future case is stated distinctly and vividly (as in English, “if I shall go,” or “if I go”), the future or future-perfect indicative is used in both condition and conclusion :

sī hōc facient, bene erit, if they do (i.e. will do) this, it will be well.

CAUTION. — Remember that the present tense in English often refers to future time. See 104.

[H. 574; (508); LM. 933; A. 516, a; (307, a); G. 595; B. 302.]

125. Less Vivid Future Condition. — When a supposed future case is stated in a less distinct or vivid form (as in English, “if I should go”), the present (less often the perfect) subjunctive is used in both condition and conclusion:

sī hōc faciant, bene sit, if they should do this, it would be well.

This form of condition may be recognized in English by the auxiliaries *should* or *would*, in both parts of the condition.

[H. 576; (509); LM. 936; A. 516, b; (307, b); G. 596; B. 303.]

126. Summary of conditions :

CLASSES OF CONDITIONAL SENTENCES.	{	I. Present or past time.
		1. Simple. Present or past tenses of indicative in both parts.
		2. Contrary to fact.
		(1) Present time—imperfect subjunctive in both parts.
		(2) Past time—pluperfect subjunctive in both parts.
		II. Future time.
		1. Vivid future. Future or future perfect indicative in both parts.
		2. Less vivid future. Present or perfect subjunctive in both parts.

127. Condition omitted. The condition (or protasis) is sometimes contained in a participle, or implied from the sense of the sentence.

liberātus Rōmam ibit, *if he is set free (literally, having been liberated), he will go to Rome.* See potential subjunctive, 118.

128. Wishes may be divided into two classes :

1. Those that refer to the future as, "may he do this," or "O that he may come."

2. Those that refer to present or past time, and that wish for something which (it is implied) is not or was not attained. They are sometimes called *contrary-to-fact* wishes. Thus, "O that this had happened" (implying that it did not happen), or "would that he were not here" (implying that he is here now).

129. The subjunctive, usually with **utinam**, is used to express a wish. The negative is **nē**. The force of the tenses is as follows :

1. The present tense, often with **utinam**, refers to future time, and denotes the wish as possible.

2. The imperfect tense, regularly with **utinam**, expresses a wish that is contrary to fact in present time.

3. The pluperfect, regularly with **utinam**, represents a wish as contrary to fact in past time.

EXAMPLES :

1. **utinam hōc faciat**, *may he do this !* (possible).

2. **utinam hōc faceret**, *would that he were doing this !* (contrary to fact in present time, implying that he isn't doing this).

3. *utinam hōc nē fēcisset, would that he had not done this!* (contrary to fact in past time).

[H. 558, 1, 2; (483); LM. 710-712; A. 441, 442; (267, b); G. 260, 261; B. 279.]

130. Translate:

1. I wish he would not come!
2. If he should leave the city, we would all be glad.
3. Let us not surrender to the enemy.
4. Would you have remained, if I had come?
5. O that the famous¹ Alexander were now alive!
6. Even if he gives the signal, we will not advance.
7. Would that we had not persuaded him!
8. You would not have done so.²
9. If she is at home, I am glad.

LESSON 16

SEQUENCE OF TENSES. INDIRECT QUESTIONS. CONSTRUCTION AFTER VERBS OF FEARING AND VERBS OF DOUBTING

131. When the subjunctive is used in a dependent clause, the choice of the tense to be used depends upon the time of the principal or leading clause.

All tenses are divided into two classes: *primary* (*principal*) and *secondary* (*historical*).

1. The primary or principal tenses include all forms that express present or future time. They are the present, future, and future-perfect indicative, the present and perfect subjunctive, and the present and future imperative.

¹ See 61.

² Is a condition implied?

2. The secondary or historical tenses are those that express past time. They are the imperfect, perfect, and pluperfect indicative, the imperfect and pluperfect subjunctive.

(a) The historical present [102, 1] is sometimes considered a primary tense, although more often a secondary.

132. Rule for Sequence of Tenses. — Whenever the subjunctive is used in a subordinate or dependent clause, the tense that should be used is determined by the following rule:

A primary tense in the main clause is followed by a primary tense in the dependent clause; a secondary tense is followed by a secondary tense.

133. In applying this rule for the sequence of tenses the student should notice (1) whether the verb of the main clause is primary or secondary; (2) whether the dependent verb denotes (a) time that is present or future with reference to the time of the main verb (*i.e.* whether it denotes incomplete action), or (b) time that is past with reference to the main verb (*i.e.* completed action).

1. If the main verb is primary, the dependent subjunctive must be present tense if the action is incomplete, and perfect if it denotes complete action.

2. If the main verb is a secondary tense, the dependent subjunctive must be imperfect if it denotes incomplete action, and pluperfect if it denotes completed action.

Examples of sequence of tenses:

1. **videō quid faciat,**
I see what he is doing.
2. **vidī quid faceret,**
I saw what he was doing.

} In both these examples the dependent clause expresses incomplete action, because the *doing* was going on at the same time as the *seeing*.

3. **videō quid fēcerit,***I see what he did (or has done).*4. **vidī quid fēcisset,***I saw what he did (or had done).*

Here the dependent clauses denote completed action, because the *doing* was finished before the *seeing* began.

OUTLINE FOR USE OF SUBJUNCTIVE TENSES

PRINCIPAL OR MAIN VERB	TENSE USED IN SUBJUNCTIVE	
	INCOMPLETE TIME	COMPLETED TIME
Present Future Future perfect Imperative	Present	Perfect
Perfect Pluperfect Imperfect	Imperfect	Pluperfect

REFERENCES FOR SEQUENCE OF TENSES •

[H. 543-545; (490-495); LM. 802-809; A. 482-485; (285, 286); G. 509-511; B. 266, 267.]

134. Indirect Questions.—When a question is not asked directly, but depends upon some introductory verb, the subjunctive is used:

sciō quis ille sit, *I know who he is.* (The direct question was, **quis ille est?** *who is he?*)

Indirect questions may be recognized in English by the fact that some interrogative word follows the main or introductory verb.

[H. 649, II; (529, I); LM. 810; A. 573-575; (334); G. 467; B. 300.]

135. A clause dependent upon a verb or expression of *fearing* may be expressed by **ut** or **nē** and the subjunctive. **Nē** is affirmative, and means *that*; **ut** is negative, and means *that not*:

timeō nē hōc faciat, *I fear that he will do this* (or *I fear that he is doing this*).

timēbam ut hōc faceret, *I feared that he would not do this*.

1. **nē nōn**, *that . . . not*, is occasionally used instead of **ut**, and regularly so when the verb of fearing is negative:

nōn vereor nē hōc nōn fēcerit, *I am not afraid that he has not done this*.

[H. 567, 1; (498, III); LM. 897; A. 564; (331, f); G. 550, 2; B. 296, 2.]

136. Verbs of *doubting*, when negative or in the form of a question that implies a negative answer, are followed by **quīn**, *that, but that*, and the subjunctive:

nōn erat dubium quīn plūrimum possent, *there was no doubt that they had very great power*.

quis dubitat quīn in virtūte divitiarū sint? *who doubts (implying that no one does) that there are riches in virtue?*

1. **Dubitō** also means *hesitate*, and is regularly followed by the infinitive:

nōn dubitem dicere, etc., *I should not hesitate to say*, etc.

[H. 595, 1; (504, 505, 1, 4); LM. 913, 914; A. 558, a; (332, g, R. n. 2); G. 555, 2, R. 3; B. 298, b.]

137. Translate:

1. Do not tell me where you went.
2. May he not hesitate to fight bravely!
3. I have not asked who she is.

4. I was afraid that they had not returned home.
5. Would any one doubt that he was a good soldier?
6. Let us not fear that the enemy will come.
7. What has that fellow¹ told you?
8. Caesar ought not to have killed all the inhabitants.

LESSON 17

REVIEW AND SIGHT PRACTICE

138. Review the principles of syntax in 102–136.
139. Learn thoroughly the meanings of the following words:

1. vincō.	18. incola.
2. vinciō.	19. cōnsuēscō.
3. vivō.*	20. trahō.
4. cōgnōscō.	21. brevis.
5. oportet.	22. lēx.
6. dēbeō.*	23. labōrō.
7. finitimus.	24. mūnus.
8. parēns.	25. ōdī.
9. epistula, littera.	26. gerō.*
10. sēcernō.	27. fidēs.
11. quaerō.	28. gaudeō.*
12. iter.	29. cupiō.
13. licet.	30. grātia.
14. vereor.	31. sciō.
15. timeō.	32. dubitō.
16. terreō.	33. nēmō.
17. queror.*	34. scelus.

Write all the infinitives of the starred verbs.

¹ See 60.

140. Let the instructor form several original sentences in English from the words in 139, illustrating the grammatical principles of 102-136. These sentences may be given for oral drill or a written exercise.

LESSON 18

SUBJUNCTIVE OF PURPOSE AND RESULT. OBJECT CLAUSES

141. A purpose clause is one which expresses the end or purpose of the action of a verb.

In English, purpose is indicated in a variety of ways. In the sentence, "He came to see me," the purpose clause "to see me" may be expressed "in order that he might see me," or "for the purpose of seeing me," or "in order to see me," etc.

142. In Latin, also, there are many ways of expressing purpose. In previous lessons these have been considered.

1. The genitive of the gerundive construction followed by *causā*. See 91, second example, and 93.

2. The genitive of the gerund followed by *causā*. See 91, second example.

3. *ad* and the accusative of the gerundive construction. See 93, 1, second example.

4. *ad* and the accusative of the gerund. See 91, accusative. This construction is not used with transitive verbs. See 93, 1.

5. Supine in *-um* after verbs of motion. See 96, 1.

143. A clause of purpose is most commonly expressed by *ut*, *that*, *in order that*, and *nē*, *in order that not*, *lest*, and the subjunctive :

vēni ut meum amicum vidērem, *I came that I might see my friend (or to see my friend).*

portās clausit, nē quam oppidānī iniūriam acciperent, *he closed the gates, lest the townsmen should receive any injury.*

1. A relative pronoun is used with the subjunctive to express purpose. There must, of course, be an antecedent of the relative, expressed or understood, in the main clause :

quī cōgnōscerent misit, *he sent men to find out*, etc. (literally *he sent those who should find out*).

2. **quō** (the ablative of the relative) is often used with the subjunctive to express purpose when the purpose clause contains a comparative :

carīnae aliquantō plāniōrēs quam nostrārum nāvium, quō facilius vada excipere possent, *the bottoms of the ships (were) considerably flatter than those of our vessels, so that they might be able to stand the shoals more easily.*

[H. 568; (497); LM. 835, 899, 908; A. 529-532; (317); G. 544, R. 2; B. 282.]

CAUTION. — Do not express purpose in Latin by the infinitive. This is used in English, but not in classical Latin.

QUERY. — In how many ways may purpose be expressed in Latin?

144. The student should notice carefully the difference between a *purpose* and a *result* clause. A result clause expresses the result or outcome of the action of a verb. Observe the difference as shown in these two examples :

“They shouted so that he might hear.” (Purpose.)

“They shouted so that he heard.” (Result.)

Some word or phrase like *so, such, in such a way*, etc., is often used in the sentence before the result clause to lead up to it, and to show that such a clause is to follow.

145. A result clause is expressed in Latin by *ut, that, so that*, and *ut nōn, so that not*, and the subjunctive:

tanta subitō malacia exstitit ut sē movēre nōn possent, such a calm suddenly arose that they could not move.

1. A relative and the subjunctive also often express result:

nēmō est tam senex quī sē annum nōn putet posse vivere, nobody is so old as not to think that he can live a year.

Note that a negative purpose clause is introduced by *nē*, a negative result clause by *ut nōn*.

[H. 570; (500); LM. 905; A. 537, 538; (319); G. 552; B. 284.]

146. After many Latin verbs the object clause is expressed by *ut* or *nē* and the subjunctive, whereas in English the corresponding construction employs the infinitive:

(Latin.) *huic persuādet utī ad hostīs trānseat* (the object of *persuādet* is the clause *utī . . . trānseat*).

(English.) *he persuaded him to go over to the enemy* (the object of *persuaded* is the infinitive clause, *to go over to the enemy*).

Because of this difference in idiom it is necessary to know what Latin verbs are followed by an object clause in the subjunctive.

147. The subjunctive introduced by *ut* or *nē* is used as the object of verbs signifying to *ask, command, advise, resolve, urge, persuade, permit, strive, decree*.

monet ut omnis suspiciōnēs vitet, *he advises (or warns) him to avoid all suspicion.*

Helvētiīs persuāsīt ut exirent, *he persuaded the Helvetians to march forth.*

suīs imperāvit nē quod omnīnō tēlum in hostīs rēicerent, *he ordered his men not to throw back at the enemy any weapon at all.*

tē rogō ut eum iuvēs, *I beg you to aid him.*

The following verbs are some of the most common that take this construction :

persuādeō, *persuade.*

imperō, *mandō, order.*

rogō, *ask.*

orō, *beg.*

postulō, *demand.*

moneō, *advise.*

petō, quaerō, *request, entreat.*

cohortor, hortor, *encourage, urge.*

•concēdō, permittō, *allow.*

cēseō, *propose, move.*

dēcernō, *resolve, decree.*

operam dō, *take pains.*

negōtium dō, *employ, charge.*

labōrō, contendō, *strive.*

[H. 565; (498, I, II); LM. 893-895; A. 563, 566; (331); G. 546, and N. 1; B. 295, 1, 2, 4, 5.]

148. There are many exceptions to the principle stated in 147, of which note the following :

1. Iubeō, *order*, and vetō, *forbid*, are regularly followed by the infinitive :

Helvētiōs oppida restituere iussit, *he ordered the Helvetians to rebuild their towns.*

2. Cōnor, *try, strive*, regularly takes the infinitive :

sī trānsire cōnārentur, *if they should try to cross.*

3. The following verbs are followed either by (1) the infinitive, or (2) *ut* and *nē* and the subjunctive. Yet the infinitive is more common.

patior, sinō, allow.

cōstituō, determine.

statuō, resolve upon.

volō, wish, be willing.

nōlō, be unwilling.

mālō, prefer.

cupiō, desire.

studeō, be eager for.

149. Translate:

1. They sent a man to see her. (Express in six different ways in Latin.)
2. They were persuaded¹ to do this.
3. Caesar asked Labienus to occupy² the mountain and wait for his men.
4. I ordered him to be bound² and led to me.
5. We should like to go to Athens.
6. He was so lazy that he would not fight.
7. I am not the man to desert a friend.

LESSON 19

CONSTRUCTION AFTER VERBS OF HINDERING AND REFUSING. TEMPORAL CLAUSES

150. Object clauses dependent upon verbs of *hindering*, *preventing*, and *refusing* are expressed as follows:

(1) By *nē* or *quōminus* and the subjunctive, if the main clause is *affirmative*.

Caesar dēterrēre potest *nē* māior multitūdō Germānōrum Rhēnum trādūcātur, *Caesar can prevent a greater multitude of Germans from being led across the Rhine.*

¹ *were persuaded*: see 32, 2.

² Use a participle to express this verb.

1. *Prohibeō* regularly takes the infinitive.

Germanōs trānsire prohibēbant, they kept the Germans from crossing.

(2) By *quīn* (less often *quōminus*) and the subjunctive, if the main clause is negative.

neque recūsant quīn armīs contendant, and they do not refuse to contend in arms.

retinērī nōn potuerant quīn tēla conicerent, they could not be restrained from hurling their weapons.

[H. 566, 568, 8, 595, 2; (504, 4, 505, II); LM. 898; A. 558; (331, e, 2, 332, g); G. 548, 549, 554, 555; B. 295, 3, a.]

151. The time of the action of a verb may be defined by (1) a noun, or (2) a clause. As, "At six o'clock he went home." "When it was dark he went home."

Review 51.

152. Temporal clauses introduced by the following particles take the indicative. The tense is generally perfect or historical present.

postquam (posteq̄am), <i>after</i> .	$\left. \begin{array}{l} \text{ut primum,} \\ \text{cum primum,} \\ \text{simul atque,} \\ \text{simul ac,} \\ \text{simul,} \end{array} \right\} \text{as soon as.}$
ubi, <i>when</i> .	
ut, <i>as, when</i> .	

postquam Caesar pervēnit, obsidēs poposcit, after Caesar arrived, he demanded hostages.

Pompēius ut equitātum suum pulsum vīdit, aciē excessit, when Pompey saw his cavalry beaten, he left the army.

[H. 602; (518); LM. 881; A. 543; (324); G. 561; B. 287, 1.]

153. Temporal clauses introduced by *cum*, *when*, *while*, *after*, take :

1. The indicative, if the tense is present, perfect, future, or future-perfect.

2. The subjunctive, if the tense is imperfect or pluperfect. The imperfect or pluperfect indicative is very rare in classical Latin.

cum id nūntiātum esset, mātūrat, when this had been reported, he hastened.

cum Caesar in Galliam vēnit, when Caesar came into Gaul.

Review 87, I, 89.

[H. 600, 601; (521); LM. 854-858; A. 545-548; (325); G. 580, 585; B. 288, 1.]

154. *antequam* and *priusquam*, *before*, *until*, are used as follows :

(1) With the indicative to express an *actual fact*. The tense is generally perfect, future-perfect, or present.

(2) With the subjunctive when the action is viewed as *anticipated*. The imperfect and pluperfect are generally used.

nec prius respēxi quam vēnimus, and I did not look back until we arrived.

priusquam tēlum adicī posset, omnis aciēs terga vertit, before a spear could be hurled, the whole army fled.

1. *Antequam* and *priusquam* are often divided into their two elements, *ante . . . quam*, *prius . . . quam*, and the first part put in the main clause, the second in the temporal clause. See first example given above.

2. *Antequam* and *priusquam* mean *until* after a negative clause. See first example.

[H. 605, I, II; (520); LM. 877-880; A. 550, 551; (327); G. 574-577; B. 291, 292.]

• 155. *Dum, quoad, or quam diū, as long as, so long as,* take the indicative. For *dum, while*, see 102, 2.

quoad potuit, restitit, he resisted as long as he could.

[H. 603, I; (519, I); LM. 918; A. 554, 555; (328, 2); G. 569; B. 293, I, II.]

156. *Dum and quoad, until*, are used as follows:

1. With the indicative to denote *an actual event*. This will be, in general, when the reference is to a past action. In this sense *dum* is used less often than *quoad*.

nostrī nōn finem sequendī fēcērunt, quoad equitēs praecipitis hostis ēgērunt, our men did not give up the pursuit until the cavalry drove the enemy headlong.

2. With the subjunctive to denote *anticipation or expectancy*. This will be, in general, when the “until” clause refers to future time with reference to the main verb:

expectās dum dicat, you are waiting until he speaks.

dum nāvēs convenīrent, in ancoris expectāvit, he waited at anchor for the ship to assemble (literally, until the ships should assemble).

[H. 603, II, 1, 2; (519, II); LM. 921, 922; A. 553; (328); G. 571, 572; B. 293, III, 1, 2.]

157. Translate:

1. I enjoyed my books as long as I remained there.
2. Just¹ as soon as they saw the enemy, they fled.
3. When he had been informed of this, they started for Rome.
4. You ought to have gone before they came.
5. While he was delaying near² the city, he met many of his friends.

¹ This word merely emphasizes “as soon as.”

² *ad* and *acc.*

6. Caesar waited for the soldiers to gather.
7. We will prevent them from going away.
8. He did not leave the city until he had seen her.
9. They did not refuse to believe me.

LESSON 20

INDIRECT DISCOURSE. SIMPLE SENTENCES

158. The words or thoughts of any person may be quoted either directly or indirectly. A direct quotation (i.e. direct discourse) is one which gives the exact words or thoughts of the original speaker or writer. An indirect quotation (i.e. indirect discourse) is one in which the original words or thoughts are stated in the words of another, and conform to the construction of the sentence in which they stand.

The English sentence, *I am present*, when quoted directly, is stated: *he said, "I am present."* When quoted indirectly, it assumes this form: *he said that he was present*, or, after a present tense of the verb of saying, *he says that he is present*. An indirect statement, then, is generally introduced in English by the word "that," although this may be omitted, as, *he says (that) he is coming*.

CAUTION. — The English word "that" should be carefully examined. It may (1) introduce an object clause, a purpose or result clause, being rendered in Latin by *ut*, *nē*, *quīn*, *quōminus*; (2) be the relative pronoun, as "the book that I saw," and be expressed by the proper form of *quī*; (3) be the demonstrative pronoun, as "that book is mine," and be expressed by *ille*; (4) be used to introduce a clause in indirect discourse, as "I know that he is here." In this case there is no corresponding word in Latin.

159. Examine carefully these examples :

DIRECT DISCOURSE

*I am coming, veniō.**I came, vēnī.*

INDIRECT DISCOURSE

he says that he is coming,
*dīcit sē venīre.**he said that he had come,*
dīxit sē vēnisse.

Note (1) that the English expresses the indirect statement by a clause introduced by “that”; (2) that the Latin changes the verb of the direct statement to the infinitive, with its subject in the accusative; (3) that there is no word in Latin to correspond to the “that” in English. Hence never write *dicō ut*, etc., *I say that*, etc.

160. Rule for Main Verbs in Indirect Discourse. — In changing from direct to indirect discourse, the main verb of a declaratory sentence becomes infinitive with its subject in the accusative.

Verbs and expressions of *knowing, thinking, telling, and perceiving* are used to introduce a sentence when it is quoted indirectly.

Some of the more common verbs are :

*dīcō, say, tell.**nūntiō, announce.**referō, report.**certiōrem faciō, inform.**polliceor, promise.**negō, say that . . . not.**nārrō, relate.**respondeō, reply.**scribō, write.**meminī, remember.**sciō, know.**cōgnōscō, learn, find out.**sentiō, perceive.**audiō, hear.**videō, see.**comperiō, find out.**putō, think.**iūdicō, judge.**spērō, hope.**cōnfidō, trust.*

[H. 642; (523, I); LM. 1020-1023; A. 579, 580; (336, I, 2); G 527; B. 314, I, 331, I.]

161. Review carefully 108 and 109. The tenses of the infinitive do not follow the tense of the introductory verb. They only denote time *relative* to that of the main verb. The present infinitive describes an action, as *going on at the time* of the main verb; the perfect as *prior* or *completed*; the future as *subsequent*.

The student will be aided in deciding what tense of the infinitive to use in a given indirect statement, if he will imagine what tense was used in the direct statement. A present indicative in the direct statement becomes present infinitive in the indirect; an imperfect, perfect, or pluperfect indicative become perfect infinitive; a future tense becomes future infinitive, or *fore* (*futūrum esse*) *ut* and the subjunctive.

Study carefully these examples:

TENSE	DIRECT DISCOURSE	INDIRECT DISCOURSE
PRESENT	veniō , <i>I am coming.</i>	(Present) videt mē venīre , <i>he sees that I am coming.</i>
		(Past) vidit mē venīre , <i>he saw that I was coming.</i>
IMPERFECT	veniēbam , <i>I was coming.</i>	(Present) videt mē vēnisse , <i>he sees that I came, or have come.</i>
PERFECT	vēnī , <i>I have come, or I came.</i>	(Past) vidit mē vēnisse , <i>he saw that I came, or had come.</i>
PLUPERF.	vēneram , <i>I had come.</i>	

TENSE	DIRECT DISCOURSE	INDIRECT DISCOURSE
FUTURE	veniam, I shall come.	(Present) videt mē ventūrum (esse), or videt fore ut veniam, <i>he sees that I will come.</i>
		(Past) vīdit mē ventūrum (esse), or vīdit fore ut venīrem, <i>he saw that I would come.</i>

1. If a verb has no perfect passive participle, its future infinitive must be represented by *fore ut* and subjunctive.

2. The subject of the infinitive should never be omitted in Latin.

162. When the main verb in the direct discourse is used in any one of the following constructions, it becomes *subjunctive* in indirect discourse, and not infinitive.

(1) A direct question, asked for an answer :

(Direct.) **cūr in meās possessiōnēs venīs ?** *why do you come into my domain ?*

(Indirect.) **Ariovistus Caesarī respondit, cūr in suās possessiōnēs venīret ?** *Ariovistus replied to Caesar, why did he come into his domain ?*

(2) Any imperative form :

(Direct.) **nōlī Aeduīs bellum inferre,** *do not make war upon the Aeduans.*

(Indirect.) **postulāvit nē Aeduīs bellum inferret,** *he demanded that he should not make war upon the Aeduans.*

(Direct.) **cum legiōne venī**, *come with a legion.*

(Indirect.) **scribit Labiēnō cum legiōne veniat**, *he writes to Labienus to come (literally, that he should come) with a legion.*

(3) A subjunctive of *exhortation* (115), or *wish* (128, 129), or *deliberation* (110), remains subjunctive in indirect discourse.

[H. 642, 3, 4; (523, II, I, III); LM. 1023; A. 586-588; (338-339); G. 651, 652; B. 315, I, 3, 316.]

163. If the direct discourse is in the form of a *rhetorical* question (*i.e.* one that is asked for effect, and implies its own answer), the main verb becomes *infinitive* in indirect discourse:

(Direct.) **num recentium iniūriarum memoriam dēpōnere possum?** *can I lay aside the memory of recent wrongs?*

(Indirect.) **Caesar respondit, num recentium iniūriarum memoriam sē dēpōnere posse?** *Caesar replied, could he lay aside the memory of recent wrongs?*

1. It is often hard to distinguish between a *real* and *rhetorical* question. It often depends merely on the writer's point of view.

[H. 642, 2; (523, II, 2); LM. 1024; A. 586; (338); G. 651, R. I; B. 315, 2.]

164. Translate:

1. I could not leave the city.
2. Quote sentence 1 indirectly after **dixit**.
3. We told him not to wage war on them.
4. Give the direct discourse of sentence 3.
5. He thought that he was going home.

6. Caesar replied asking what did he intend¹ to do?
7. I saw who was coming.
8. Caesar was informed that the enemy would not flee.
9. He trusted that I would not be able to come.

LESSON 21

INDIRECT DISCOURSE. COMPLEX SENTENCES

165. A complex sentence is one consisting of a principal clause and one or more dependent clauses; as “if he *comes*, I shall go”; “we waited until we *saw* her”; “the man whom I *saw* is a German.” The dependent verbs are italicized.

166. When a complex sentence is indirectly quoted, its principal or main verb follows the rules stated in 160, 162, 163. Its dependent verb follows this law:

Each dependent verb becomes *subjunctive*. Its tense depends upon the tense of the introductory verb of saying, thinking, etc., in accordance with the principle of sequence of tenses (131).

[H. 643; (524); LM. 1026; A. 580, 585; (336, 2, 336, B); G. 650, 654; B. 314, 1, 318.]

167. Pronouns in Indirect Discourse. — In changing from direct to indirect discourse, pronouns of the first and second persons are generally changed to pronouns of the third person. The reflexive pronouns (65, 1, 2, 66) refer either to the subject of the introductory verb, or to the subject of the verb of their own clause.

¹ *Intend* = *volō*, or in *animō habeo*.

168. The following examples illustrate the changes of a dependent clause :

DIRECT DISCOURSE

vir quem vidī meus amicus
est, the man whom I saw
is my friend.

INDIRECT DISCOURSE

(Present)

dicit virum quem viderit
suum amicum esse, he says
that the man whom he saw
is his friend.

(Past)

dixit virum quem vidisset
suum amicum esse, he said
that the man whom he saw
(or had seen) was his
friend.

169. When conditional sentences are quoted indirectly, the following facts should be noted :

(1) The condition (or protasis), being a dependent clause, is always subjunctive.

(2) The conclusion (or apodosis), being a main clause, becomes the infinitive, unless it is in the form that would change to the subjunctive (162).

(3) The conclusion of a less vivid future condition becomes the *future* infinitive. Hence it is impossible to distinguish vivid and less vivid future conditions when quoted indirectly.

(4) The condition of a contrary-to-fact condition never changes its tense.

(5) The conclusion of a contrary-to-fact condition becomes,

1. if active, the infinitive form obtained by combining the participle in *-ūrus* with *fuisse*.
2. if passive, or without a supine stem, the periphrase *futūrum fuisse ut* and the imperfect subjunctive.

EXAMPLES OF CONDITIONS IN INDIRECT DISCOURSE

KIND OF CONDITION	DIRECT DISCOURSE	INDIRECT DISCOURSE
SIMPLE	<i>sī hōc faciunt, bene est, if they do this, it is well.</i>	(Present) <i>dīcit, sī hōc faciant, bene esse, he says that, if they do this, it is well.</i> (Past) <i>dīxit, sī hōc facerent, bene esse, he said that, if they did this, it was well.</i>
VIVID FUTURE	<i>sī hōc facient, bene erit, if they do this, it will be well.</i>	(Present) <i>dīcit, sī hōc faciant, bene futūrum, he says that, if they do this, it will be well.</i> (Past) <i>dīxit, sī hōc facerent, bene futūrum, he said that, if they did this, it would be well.</i>
LESS VIVID FUTURE	<i>sī hōc faciant, bene sit, if they should do this, it would be well.</i>	Latin same as that of vivid future condition.

EXAMPLES OF CONDITIONS IN INDIRECT DISCOURSE

KIND OF CONDITION	DIRECT DISCOURSE	INDIRECT DISCOURSE
CONTRARY TO FACT	(Present time) <i>sī hōc facerent, bene esset, if they were (now) doing this, it would be well.</i>	<i>dīcit (or dīxit), sī hōc face- rent, bene futūrum fuisse (rarely esse), he said (or says) that, if they were doing this, it would be well. (The tense of the verb of saying does not affect the condition.)</i>
	(Past time) <i>sī hōc fēcisset, bene fuisset, if they had done this, it would have been well.</i>	<i>dīcit (or dīxit), sī hōc fēcis- sent, futūrum fuisse ut bene esset, he says (or said) that, if they had done this, it would have been well.</i>

[H. 646, 647; (527); LM. 1034-1040; A. 589; (337); G. 656-659;
B. 319-321.]

170. Translate:

1. He said he would do it, if I would help him.
2. Wait until the enemy arrive.
3. Quote sentence 2 indirectly after *dīxit*.
4. I think that I know what you did.
5. If Caesar had been present, we would not have been defeated.
6. Quote sentence 5 indirectly after *sciō*.
7. He hoped that we would refrain from injuring her.

8. He replied that, if we needed help, we ought to have come to him.

9. They informed Caesar that they had been sent to learn about this very thing.

LESSON 22

CONCESSION. PROVISIO. CAUSE. CHARACTERISTIC. REVIEW OF RELATIVE CLAUSES

171. Clauses of concession; introduced in English by *although*, are generally expressed in Latin by

1. *Quamquam*, *although*, and the indicative;
2. *Quamvis*, *cum*, *although*, and the subjunctive;
3. *Etsi*, *etiāmsi*, *tametsi*, *even if*, with the same construction as *si*. The indicative is more common.

EXAMPLES:—

quamquam festinās, nōn est mora longa, although you are in haste, the delay is not long.

quamvis sis molestus, numquam tē esse cōfitebor malum, although you may be troublesome, I shall never confess that you are an evil.

cum primī ordinēs concidissent, tamen ācerrimē reliquī resistēbant, although the first ranks had fallen, still the others resisted vigorously.

[H. 585, 586, I, II; (515); LM. 872, 875; A. 527, 549; (313); G. 603–606; B. 309.]

172. *Dum, modo, dummodo, if only, provided that*, introducing a proviso, take the subjunctive:

oderint, dum metuant, let them hate, provided (if only) they fear.

[H. 587; (513, I); LM. 920; A. 528; (314); G. 573; B. 310.]

DIFFERENT USES OF DUM

Review 102, 2, 156.

dum	{	= while,	present indicative.
		= until,	{ (1) Indicative to denote <i>actual event</i> . (2) Subjunctive to express <i>anticipation</i> or <i>expectancy</i> .
		= { provided, if only,	} subjunctive.

173. A clause that denotes *cause* may be expressed as follows :

1. By **quod**, **quia**, **quoniam**, and the *indicative*, when the reason is *that of the writer or speaker*; with the *subjunctive*, when the reason is regarded as *that of another*.

Aeduī Caesarī grātiās ēgērunt, quod sē periculō liberāvisset,
the Aedui thanked Caesar because he had delivered them from danger. (The subjunctive, **liberāvisset**, shows that the reason is that of the Aedui, not the writer's reason.)

quoniam supplicātiō dēcrēta est, celebrātōte illōs diēs,
since a thanksgiving has been decreed, celebrate those days.
(The reason is that of the writer.)

2. By **cum** and the *subjunctive* :

quae cum ita sint, perge, *since these things are so, proceed.*

3. Sometimes by the *participle*. See 87, 3.

4. By a *relative* and the *subjunctive*.

ō fortunāte adulēscēns, quī tuae virtūtis Homērum praecō-
nem invēneris, *O fortunate youth, since you have found a Homer as the herald of your valor.*

[H. 588, 598; (516, 517); LM. 851, 863; A. 540, 549; (321, 326); G. 538-541; B. 286.]

174. Relative of Characteristic.—The simplest use of a relative clause is to state a *fact* about the antecedent, as: *puer, quem vidī, adest, the boy, whom I saw, is here.* The indicative mood is then used. When, however, the relative clause expresses an *essential quality or characteristic of an indefinite antecedent*, the subjunctive is used, as *nēmō est quī dicat, there is nobody who says, etc.*

The relative clause of characteristic is necessary to complete the meaning of the sentence; therefore, to leave it out would destroy the sentence. A relative with the indicative, however, merely expresses an additional fact about the antecedent; therefore, it may be omitted and a complete statement still remains. Compare the two examples just given. In the first, leave out “whom I saw,” and a complete statement “the boy is here” remains. In the second, omit “who says,” and the rest of the sentence “there is nobody” seems incomplete, as we naturally expect a clause to fill out the meaning. This test, then, will often help the student to determine whether a given relative clause expresses an essential characteristic:

quae civitās est quae nōn ēvertī possit? what state is there which cannot be overthrown?

The relative of characteristic is especially common after such expressions as:

sunt quī, there are some who.

multī sunt quī, there are many who.

nēmō est quī, } there is no one who.
nūllus est quī, }

quis est quī, who is there who?

sōlus est quī, he is the only one who.

And others.

dignus, worthy; indignus, unworthy; aptus, fit; idōneus, suitable, are often followed by a relative and the subjunctive.

idōneus quī impetret, fit to obtain.

[H. 591, 1, 5, 6, 7; (503); LM. 836–838; A. 535, a, b, f; (320, a, b, f); G. 631, 1, 2; B. 283, 1, 2; 282, 3.]

175. Relative clauses are more frequent in Latin than in English. Their various uses are mentioned below:

1. With the indicative to state a *descriptive fact* about the antecedent. See 174.

2. With the subjunctive to express the *essential characteristic*. See 174.

3. With the subjunctive to denote purpose. See 143, 1.

4. With the subjunctive to denote result. See 145, 1.

5. With the subjunctive to express *cause* and *concession*. See 173, 4.

6. A relative pronoun may be used instead of *sī, if*, to form the protasis of any one of the four classes of conditional sentences. See 126.

(Simple.) *quicumque hōc facit, errat, whoever does this makes a mistake.* (*quicumque* = *sī quis, if any one.*)

(Contrary to fact.) *quicumque hōc fēcisset, errāset, whoever had done this would have made a mistake.*

Such sentences are called conditional relative sentences.

176. Translate :

1. I sent a messenger to inform him.

2. Since you think it is best, I will go.

3. He was put to death, because (they said) he had betrayed his country.

4. Cicero was worthy¹ of being elected consul.

5. He went into the front ranks although he had no shield.

6. There are many soldiers who like to linger around the camp.

7. He came to help me in spite of the fact that² he was my enemy.

8. The Gauls with whom Caesar fought were very brave.

9. I will do it, provided you help me.

¹ See 174, 1.

² *in spite of the fact that.* What conjunction expresses this idea?

LESSON 23

REVIEW AND SIGHT PRACTICE

177. Review the grammatical principles of 141-175.
178. Learn thoroughly the meanings of the following words:

1. claudō.	20. mandō.
2. facilis.	21. iubeō.
3. trānseō.	22. porta.
4. rogō.	23. portus.
5. tēlum.	24. vitō.
6. cohortor.	25. subitō, repente.
7. patior.	26. moneō.
8. sinō.	27. iaciō.
9. crēdō.	28. cōnor.
10. piger.	29. cōstituō.
11. dēserō.	30. prohibeō.
12. poscō.	31. recūsō.
13. resistō.	32. frūmentum.
14. praeceps.	33. moror.
15. exspectō.	34. morior.
16. polliceor.	35. spērō.
17. finis.	36. fidō, cōfidō.
18. impetrō.	37. idōneus.
19. iuvō.	38. prōdō.

179. Let the instructor form several original sentences in English from the words in 178, illustrating the grammatical principles of 141-175. These sentences may be given for oral drill or a written exercise.

PART II

CAESAR, GALLIC WAR

Book I

NOTE. The student should not depend on the English-Latin vocabulary for the Latin words. The Latin text upon which each exercise is based should always be consulted for the proper words or phrases.

180

CHAPTER I

<i>a.</i> hī linguā inter sē differunt.	<i>a.</i> these differ from one another in language.
<i>b.</i> proximī Germānīs.	<i>b.</i> nearest the Germans.
<i>c.</i> minimē . . . saepe.	<i>c.</i> very seldom.
<i>d.</i> initium capit ā.	<i>d.</i> begins at.

1. There are three parts in Gaul as a whole.
2. All of us differed from one another in many ways.¹
3. The Belgae are nearest the Rhine.
4. The Gauls very seldom surpass the Germans in bravery.
5. It has been said that Gaul begins at the river Rhine.

181

CHAPTER II

<i>a.</i> cīvitatī persuāsīt ut exīrent.	<i>a.</i> he persuaded the state to go forth.
<i>b.</i> hīs rēbus fiēbat.	<i>b.</i> the result of this was.
<i>c.</i> ūnā ex parte.	<i>c.</i> on one side.

¹ ways = things.

1. Orgetorix persuaded the Helvetians to get possession of Gaul.

2. The Rhine bounds the Helvetians on one side.

3. It was very easy to form¹ a conspiracy.

4. The result of this was that Caesar waged war on the Helvetians.

182

CHAPTER III

a. quam m̄ximās.

b. ad eās rēs cōficiendās.

c. nōn esse dubium quīn
plūrimum Helvētīi pos-
sent.

a. as great as possible.

b. to accomplish these things,
or, for the purpose
of carrying out these
plans.

c. that there was no doubt that
the Helvetians were the
most powerful.

1. They got together as many carts as possible.

2. Orgetorix was chosen to undertake this embassy.

3. He persuaded them to exchange² an oath-bound pledge.

4. There is no doubt that the Helvetians are very powerful.

183

CHAPTER IV

a. poenam sequī oportēbat.

b. nē causam dīceret sē ēripuit.

c. neque abest suspīciō quīn
ipse sibi mortem cōn-
sciverit.

a. punishment must (had to)
follow.

b. he saved himself from
pleading his case.

c. and there is a suspicion
that he committed
suicide.

¹ form = make.

² Do not use the infinitive.

1. Orgetorix ought not to be burned.
2. He gathered together all the friends that he had.
3. He will save himself from pleading his case.
4. The Helvetians think that he committed suicide.

184

CHAPTER V

<i>a.</i> ē finibus suis exeunt.	<i>a.</i> they emigrate.
<i>b.</i> parātiōrēs ad omnia perī- cula subeunda.	<i>b.</i> more ready to undergo all dangers.

1. The Helvetii nevertheless attempted to emigrate.
2. Each man was more ready to take grain.
3. They persuaded their neighbors to adopt the same plan.

185

CHAPTER VI

<i>a.</i> bonō animō in populum Rōmānum.	<i>a.</i> friendly (or well) disposed toward the Roman peo- ple.
<i>b.</i> L. Pisōne, A. Gabiniō cōn- sulibus.	<i>b.</i> in the consulship of Lucius Piso and Aulus Gabinius.

1. The road is so¹ narrow that carts can hardly be hauled one by one.

2. The Helvetii thought that the Allobroges were not well disposed toward Caesar.

3. In our consulship they were compelled to go through their territories.

4. When the bridge had been built,² they got everything ready.

¹ tam.² faciō.

186

CHAPTER VII

<i>a.</i> Helvētīi certiōrēs factī sunt.	<i>a.</i> the Helvetii were informed (or learned).
<i>b.</i> lēgātōs mittunt quī dicerent.	<i>b.</i> they sent ambassadors to say.
<i>c.</i> dum milītēs convenīrent.	<i>c.</i> until the soldiers should assemble.

1. Caesar set out from Geneva.
2. He will send an ambassador to inform them.
3. Men of unfriendly spirit will not refrain from wrongdoing.
4. He will deliberate until they return.
5. Caesar is informed of this.

187

CHAPTER VIII

<i>a.</i> milia passuum decem.	<i>a.</i> ten miles.
<i>b.</i> negat sē posse.	<i>b.</i> he says he cannot.
<i>c.</i> hōc cōnātū dēstitērunt.	<i>c.</i> they gave up this attempt.

1. A wall was extended for sixteen miles.
2. Caesar says they cannot cross without his ¹ consent.
3. After the redoubts had been fortified,² the ambassadors came back.
4. The soldiers will not give up the fortification of the camp.

188

CHAPTER IX

<i>a.</i> Sēquanīs invītīs, ire nōn poterant.	<i>a.</i> if the Sequani were unwilling, they could not go.
<i>b.</i> Orgetorīgis filiam in mātīmōnium dūxerat.	<i>b.</i> he had married the daughter of Orgetorix.

¹ To whom does this refer?² Use the participle.

1. The Helvetii cannot emigrate, if Caesar is unwilling.
2. By the intercession of Dumnorix they could persuade them.
3. He wished to marry her.
4. They exchanged as many hostages as possible.

189

CHAPTER X

- | | |
|--|---|
| <ol style="list-style-type: none"> <i>a.</i> Helvētiīs esse in animō. <i>b.</i> māgnō cum periculō prōvinciae futūrum. <i>c.</i> mūnitiōnī Labiēnum prae-ficit. | <ol style="list-style-type: none"> <i>a.</i> that the Helvetii intend. <i>b.</i> that it would be very dangerous for the province. <i>c.</i> he puts Labienus in command of the fortification. |
|--|---|

1. The Helvetii intended to do this.
2. The Helvetii perceived that it would be very dangerous for them to march¹ through the province.
3. He put a lieutenant in command of the legion.
4. In three days he arrived among the Allobroges.

REVIEW OF CHAPTERS I-X

190. Review thoroughly the meanings of the following words, memorizing the declensions of nouns and adjectives, and the principal parts of verbs :

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. <i>finis.</i> 2. <i>finitimus.</i> 3. <i>flūmen.</i> 4. <i>cōpia</i>, sing. and pl. 5. <i>tempus.</i> 6. <i>iter.</i> 7. <i>animus</i>, sing. and pl. 8. <i>miles.</i> | <ol style="list-style-type: none"> 9. <i>legiō.</i> 10. <i>exercitus.</i> 11. <i>pars</i>, several meanings. 12. <i>rēs frūmentāria.</i> 13. <i>cīvitās.</i> 14. <i>proelium.</i> 15. <i>singuli.</i> 16. <i>omnis</i>, sing. and pl. |
|--|---|

¹ Do not use infinitive; see text.

17. quisque.	34. cōstituō.
18. reliquus.	35. instituō.
19. alius.	36. proficiscor.
20. alter.	37. cōgō.
21. ūnus.	38. sequor.
22. māgnus, compare.	39. iubeō.
23. multus, compare.	40. imperō.
24. nūllus.	41. impetrō.
25. nōnnūllus.	42. cōficiō.
26. ūllus.	43. ūtor.
27. superior.	44. conveniō.
28. contendō.	45. existimō.
29. trāseō.	46. praesum.
30. gerō.	47. antecēdō } with the
31. prohibeō.	48. praecēdō } acc.
32. persuādeō.	49. praestō.
33. cōsistō.	50. praeficiō.

191. Review thoroughly the following principles of syntax:

1. Limit of motion, 17.
2. Extent of space and duration of time, 16.
3. Dative with compound verbs, 33.
4. Ablative with *ūtor*, etc., 44.
5. Indirect statements — main clause, 160.
6. Construction with *persuādeō*, 32, 147.
7. Construction after verbs of commanding, 147, 148.

192. The instructor should form original English sentences employing the words of 190 and the constructions of 191. These sentences may be given to the class for oral or written sight practice.

193

CHAPTER XI

<i>a.</i> oppida expūgnārī nōn dēbuerint.	<i>a.</i> their towns ought not to have been captured.
<i>b.</i> sibi nihil esse reliquī.	<i>b.</i> that they had nothing left.
<i>c.</i> Caesar nōn expectandum sibi statuit.	<i>c.</i> Caesar decided that he ought not to wait.

1. Their fields ought^{1*} not to be devastated.
2. We have nothing left except our fields.
3. The Aedui ought¹ to have been able to defend themselves and their possessions.
4. We must not wait.

194

CHAPTER XII

<i>a.</i> ea prīnceps poenās per- solvit.	<i>a.</i> that was the first to pay the penalty.
<i>b.</i> Pīsōnem eōdem proeliō quō Cassium interfē- cerant.	<i>b.</i> they had killed Piso in the same battle with Cassius.

1. I could not judge by² looking at it in which direction the Saône flowed.
2. They were not informed that the legions had started from camp.
3. Caesar was the first to inflict a disaster on the Helvetii.
4. Cassius was killed in the same battle with Piso.
5. Caesar crossed the river so quickly³ that the enemy fled.

* These numbers in the foot-notes refer to sections of this book.

¹ See III, 112.

³ *celeriter*.

² "by looking at it," use a single word.

195

CHAPTER XIII

<i>a.</i> pontem in Ararī faciendum cūrat.	<i>a.</i> he has a bridge built over the Saône.
<i>b.</i> nē committeret ut is locus nōmen caperet.	<i>b.</i> let him not cause (<i>or</i> allow) this place to receive its name.

1. Caesar had his army led across in one day.
2. Divico said, "Remember¹ our valor."
3. "If you remember the destruction of your army, you will not persist in war."
4. He said that, if Caesar would remember² that old disaster, he would not persist in war.

196

CHAPTER XIV

<i>a.</i> Caesar respondit sibi mi- nus dubitātiōnis darī.	<i>a.</i> Caesar replied that he had less hesitation.
<i>b.</i> commissum (esse) ā sē quā rē timēret.	<i>b.</i> that he had done anything to make him afraid (to be afraid of).
<i>c.</i> secundiōrēs rēs.	<i>c.</i> prosperity.

1. I have done nothing to be afraid of.
2. Caesar says that he will remember the injuries which they have inflicted.
3. Although the gods grant you prosperity, still they will punish you for your crimes.
4. Caesar replied, "I have less hesitation."
5. Caesar thought that they would not apologize to him for the wrongs which had been done.

¹ See 25.² Review carefully 169.

197

CHAPTER XV

a. aliēnō locō.

b. paucī dē nostrīs.

c. satis habēbat.

a. on unfavorable ground.

b. a few of our men.

c. he deemed it sufficient, was satisfied.

1. He sent ahead a few of¹ the cavalry to see in what direction they had marched.

2. The enemy followed so eagerly that they joined battle on unfavorable ground.

3. Caesar is satisfied to harass the enemy's rear.

198

CHAPTER XVI

a. nē pābuli quidem.

b. diem ex diē.

c. māgnā ex parte.

a. not even of fodder (the emphatic word is always placed between).

b. from day to day.

c. in great measure, chiefly, very largely.

1. Not even grain could be brought up the river in boats.

2. Caesar was put off by the Aedui from day to day.

3. The day is at hand when² grain ought to be bought.

4. Although³ the war had been undertaken chiefly because of the entreaties of Liscus, yet Caesar was deserted.

199

CHAPTER XVII

a. plūrimum valēre.

b. hōs multitudinem dēterrēre
nē frūmentum cōferant.

a. to have very great influence.

b. that these prevent the multitude from bringing grain.

¹ See 23. 1.

² Do not use cum, see text.

³ "although . . . undertaken," see tam . . . hostibus in text.

1. Some people have more influence than the officers.
2. They said that, if the Romans were victorious, they would deprive the Aedui of their liberty.
3. I don't doubt that Liscus spoke under¹ compulsion.
4. Caesar perceived that they were frightened from doing this.

200

CHAPTER XVIII

- | | |
|--|---|
| <i>a.</i> plūribus praesentibus.
<i>b.</i> summam in spem venīre.

<i>c.</i> quem auxiliō Caesarī Aedui mīserant. | <i>a.</i> in the presence of many.
<i>b.</i> that he had the greatest hopes.

<i>c.</i> which the Aedui had sent to help Caesar. |
|--|---|

1. Caesar did not discuss these matters in Dumnorix's presence.

2. Dumnorix was a man of great liberality.²
3. When I bid, who will dare bid against me?
4. I have learned that Dumnorix did not favor Caesar,³ because he was a Roman.

5. I have very great hopes of buying up the revenues at a low price.⁴

6. I have come to help you.

7. A few days ago the cavalry had fled.

201

CHAPTER XIX

- | | |
|--|--|
| <i>a.</i> satis esse causae arbitrābatur quā rē in eum animadverteret.

<i>b.</i> nē offenderet verēbātur.

<i>c.</i> hortātur ut de eō statuat. | <i>a.</i> he thought he had sufficient reason for punishing him.

<i>b.</i> he feared that he would offend.

<i>c.</i> he urges him to punish him. |
|--|--|

¹ "under compulsion" = having been compelled.

² See 49, 22.

³ See 32.

⁴ See 50.

1. The Romans have sufficient reason for punishing Dumnorix.

2. I will have¹ him called before me.

3. We are afraid that Caesar will punish Dumnorix without the knowledge² of his brother.

4. I urged him to converse with you.

5. What did they say in my presence?

202

CHAPTER XX

a. nec quemquam ex eō plūs
quam sē dolōris capere.

b. quā ex rē futūrum (ut and
subj.)

c. tantī eius apud sē grātiā
esse ostendit.

a. and that no one feels more
pain in consequence of
this than himself.

b. that the result of this would
be that, etc.

c. he shows that his regard for
him is so great.

1. No one felt more pain as a result of this than Diviciacus.

2. While I had very little power at home, he used all his resources to my destruction.

3. My regard for you is so great, that I urge you to avoid³ all suspicion.

4. The result of it was that he pardoned the wrong for his brother's sake.

5. I did not know with whom he was talking.

REVIEW OF CHAPTERS XI-XX

203. Review thoroughly the meanings of the following words, memorizing the principal parts of the verbs, and declensions of nouns.

¹ See in text — quod obsidēs . . . cūrāset.

² Cf. inscientibus ipsīs in text.

³ Do not use infinitive.

- | | |
|--|----------------------------------|
| 1. <i>dēbeō.</i> | 26. <i>concēdō.</i> Cf. no. 9. |
| 2. <i>expectō.</i> | 27. <i>aliēnus.</i> |
| 3. <i>statuō.</i> | 28. <i>paucī.</i> |
| 4. <i>adgredior.</i> | 29. <i>agmen novissimum.</i> |
| 5. <i>interficiō.</i> | 30. <i>mille.</i> |
| 6. <i>committō</i> , several meanings. | 31. <i>cotidiē.</i> |
| 7. <i>coepī.</i> | 32. <i>pūblicē.</i> |
| 8. <i>cōnsuēscō.</i> | 33. <i>frigus.</i> |
| 9. <i>discēdō.</i> | 34. <i>(prex.)</i> |
| 10. <i>polliceor.</i> | 35. <i>concilium.</i> |
| 11. <i>cadō.</i> | 36. <i>cōnsilium.</i> |
| 12. <i>praetermittō.</i> | 37. <i>nēmō, nūllius.</i> |
| 13. <i>sē cōferre.</i> | 38. <i>pretium.</i> |
| 14. <i>relinquō.</i> | 39. <i>equester.</i> |
| 15. <i>queror.</i> | 40. <i>supplicium.</i> |
| 16. <i>quaerō.</i> | 41. <i>lacrima.</i> |
| 17. <i>impediō.</i> | 42. <i>ops</i> , sing. and pl. |
| 18. <i>dubitō.</i> | 43. <i>perniciēs.</i> |
| 19. <i>cōgnōscō</i> (<i>dē</i> , not acc.). | 44. <i>vulgus</i> (note gender). |
| 20. <i>impedimentum.</i> | 45. <i>dolor.</i> |
| 21. <i>dubitātiō.</i> | 46. <i>cūstōs.</i> |
| 22. <i>calamitās.</i> | 47. <i>quisquam.</i> |
| 23. <i>meminī.</i> | 48. <i>quisque.</i> |
| 24. <i>reminiscor.</i> | 49. <i>studium.</i> |
| 25. <i>praesidium.</i> | 50. <i>liberī.</i> |

204. Review thoroughly the following principles of syntax:

1. Genitive of the whole, 23.
2. Ablative of separation, 39.
3. Dative of purpose; dative of agent; 37, 95.
4. Constructions with *oportet* and *dēbeō*, 111, 112.

5. Passive periphrastic conjunction; gerundive with *cūrō*, 95.¹

6. Clauses of result, 144, 145.

205. The instructor should form original English sentences employing the words of 203 and the constructions of 204. These sentences may be given to the class for oral or written sight practice.

206

CHAPTER XXI

a. quī cōgnōscerent mīsit.

b. quī reī militāris perītissimus habēbātur.

a. he sent men to ascertain.

b. who was considered very skillful in military affairs.

1. Scouts informed Caesar that the ascent was easy.

2. He will send men to find out where the enemy have gone.

3. He said that Considius was considered skillful in military matters.

4. Show me what your plan is.

207

CHAPTER XXII

a. equō admissō.

b. multō diē.

c. quō cōnsuērat intervāllō.

a. at full speed.

b. late in the day.

c. at the usual interval.

1. He found out that the enemy were coming at full speed.

2. Late in the day, Caesar was informed that the enemy were not more than a mile from his camp.

¹ When no direct references are given to Part I, the student should search the text and refer to his grammar for the desired construction.

3. Do not join battle unless they attack us.
4. He seized ¹ the mountain and awaited the enemy.
5. They followed at their usual speed.

208

CHAPTER XXIII

- | | |
|--|--|
| <i>a.</i> bīduum supererat cum frū-
mentum mētīrī opor-
tēret. | <i>a.</i> two days remain, within
which (before) grain
ought to be measured
out, etc. |
| <i>b.</i> eō magis. | <i>b.</i> the more so, all the more. |

1. The commander ought to look out for supplies.
2. The more so because only a day remains before we must begin battle.
3. I think they have changed their plan² and will cut us off from supplies.

209

CHAPTER XXIV

- | | |
|---|---|
| <i>a.</i> in summō iugō. | <i>a.</i> on top of the ridge. |
| <i>b.</i> sub primam nostram aciem
successērunt. | <i>b.</i> they advanced close to our
first line. |

1. He sends two legions to fill up the top of the hill.
2. Order your men to follow with the baggage.
3. They will form³ a phalanx and advance close to our line.

210

CHAPTER XXV

- | | |
|---|---|
| <i>a.</i> in eōs impetum fēcērunt. | <i>a.</i> they attacked them. |
| <i>b.</i> Gallis māgnō erat impedi-
mentō. | <i>b.</i> the Gauls were greatly
hindered. |
| <i>c.</i> conversa sīgna intulērunt. | <i>c.</i> they faced about and
charged. |

¹ Do not use the indicative.² "changed their plan," use abl. absolute.³ Do not use the indicative.

1. Caesar removed all of the horses in order to equalize the danger.

2. We are greatly hindered in fighting, because we cannot throw away our shields.

3. When we attacked them, they withdrew to the mountain.

4. They guarded those who¹ had been conquered.

5. Face about and renew the fight.

211

CHAPTER XXVI

a. diū atque ācritēr pūgnātum
est.

b. ad multam noctem.

c. sē eōdem locō quō Hel-
vētiōs habitūrum.

a. long and fiercely they
fought.

b. till late at night.

c. that he would consider
them in the same light
as the Helvetians.

1. As our men came up, the enemy fought with them long into the night.

2. If you help them in any way, I will consider you in the same light as I do² the enemy.

3. There will be a vigorous fight around the baggage.

4. Letters are sent to the Lingones not to help the Helvetians.

5. Our men delayed burying³ their dead for many days.

212

CHAPTER XXVII

a. dum ea conquīruntur.

b. prīmā nocte.

a. while they were hunting
these up.

b. at nightfall.

¹ Do not use the relative. See 87.

³ use prep. and noun.

² "I do," omit.

1. When he had demanded their arms, with tears they obeyed.
2. While they were being punished, they wept.
3. At the beginning of night, they did not surrender their arms.
4. I think they will leave camp.

213 CHAPTERS XXVIII AND XXIX

<i>a.</i> Helvētiōs reverti iussit.	<i>a.</i> he ordered the Helvetians to return.
<i>b.</i> Allobrogibus imperāvit ut facerent.	<i>b.</i> he ordered the Allobroges to furnish.
<i>c.</i> parem atque.	<i>c.</i> same as.

1. I will order¹ them to hand over the fugitives.
2. The Aedui requested him to grant this.
3. I ordered² them to be received in surrender.
4. They have the same liberty as we have.
5. The sum total is many thousand.

214 CHAPTER XXX

<i>a.</i> petiērunt uti id facere liceret.	<i>a.</i> they begged permission to do this.
<i>b.</i> iūre iūrاندō nē quis ēnūntiāret inter sē sānxērunt.	<i>b.</i> they ordained by an oath with one another that no one should disclose.

1. At the completion of the war, Caesar got possession of many states.
2. Although³ I have inflicted punishment on you, still you congratulate me.
3. I beg permission to appoint a council.

¹ Use imperō.

² Use iubeō.

³ See 171

4. Ordain under oath that no one make war on the Romans.

REVIEW OF CHAPTERS XXI-XXX

215. Review thoroughly the meaning of the following words, memorizing the principal parts of the verbs, and the declensions of nouns and adjectives :

- | | |
|--|-------------------------|
| 1. revertō. | 25. dēditīō. |
| 2. licet. | 26. idem. |
| 3. habeo, in pass. | 27. pār. |
| 4. petō. | 28. similis. |
| 5. poscō. | 29. signum. |
| 6. postulō. | 30. rursus. |
| 7. cōnsidō. | 31. prope. |
| 8. cōfidō. | 32. aciēs. |
| 9. cohortor. | 33. lātus. |
| 10. audeō. | 34. latus. |
| 11. sustineō. | 35. vulnus. |
| 12. bellum inferō, w. dat. or
in and acc. | 36. nūntius. |
| 13. resistō. | 37. vesper. |
| 14. intermittō. | 38. ratiō. |
| 15. permittō. | 39. ūsus. |
| 16. āmittō. | 40. salūs. |
| 17. redeō. | 41. condiciō. |
| 18. pāreō. | 42. atque, see 82. |
| 19. moror. | 43. peritus. imperitus. |
| 20. morior. | 44. commūnis. |
| 21. aperiō. | 45. opportūnus. |
| 22. vereor. | 46. medius. |
| 23. dēdō. | 47. quantus. |
| 24. dēditicius. | 48. tantus. |
| | 49. ācriter. |

216. Review thoroughly the following principles of syntax:

1. Translations of the ablative absolute.
2. Ablative of degree of difference, 48.
3. Genitive with adjectives; dative with adjectives, 24, 35.
4. Impersonal verbs, 27. (Consult grammar.)
5. Double accusative with verbs of asking, etc., 15.
6. Construction with *petō*, *quaerō*, *postulō*, 15, 1.
7. Relative clauses, 175.

217. The instructor should form original English sentences employing the words of 215 and the constructions of 216. These sentences may be given to the class for oral or written sight practice.

218

CHAPTER XXXI

<i>a.</i> semel atque iterum.	<i>a.</i> again and again, more than once.
<i>b.</i> neque recūsātūrōs quō minus essent.	<i>b.</i> nor refuse to be.
<i>c.</i> quī addūcī nōn potuerit ut iūrāret.	<i>c.</i> who could not be induced to take an oath.
<i>d.</i> nōbilissimī cūiusque.	<i>d.</i> of all of the highest rank.
<i>e.</i> dē omnibus supplicium sūmere.	<i>e.</i> to inflict punishment on all, to punish all.
<i>f.</i> dēterrēre nē māior multitūdō trādūcātur.	<i>f.</i> to frighten a greater multitude from crossing.

1. May we treat with you about what they said?
2. Diviciacus says that the Germans have been called in by the Sequani.
3. We have been defeated¹ again and again and have lost very many men.

¹ Do not use indicative.

4. He says that those who were very powerful have given hostages.
5. We won't refuse to implore aid of the Romans.
6. You are the only one who¹ can't be induced to ask for help.
7. Not being bound² by an oath, I shall come to Rome.
8. A serious disaster befell the vanquished.
9. The result will be in a few years that we shall all be driven out of this place.
10. All of the highest rank were defeated.
11. If everything isn't done according to my wish, I shall have to seek other dwellings.
12. Caesar frightened the Germans from emigrating.
13. We shall punish you.

219

CHAPTER XXXII

- | | | |
|---|--|---|
| <i>a.</i> nē in occultō quidem.
<i>b.</i> Sēquanīs omnēs cruciātūs
essent perferendī. | | <i>a.</i> not even in secret.
<i>b.</i> the Sequani must endure all
tortures. |
|---|--|---|

1. What was the cause of this behavior?³
2. I asked him who made the speech.
3. He noticed that they did not dare even to complain.
4. We ought not to dread his cruelty when he is absent.⁴

220

CHAPTER XXXIII

- | | | |
|--|--|---|
| <i>a.</i> sibi eam rem cūrae futūram.

<i>b.</i> sibi temperātūrōs quīn ex-
irent.
<i>c.</i> quam mātūrrimē. | | <i>a.</i> that he would look out for
this matter.

<i>b.</i> that they would refrain from
going forth.

<i>c.</i> as early as possible, at the
earliest possible moment. |
|--|--|---|

¹ See 174.² See 85, 3.³ rēs.⁴ "when . . . absent," use one word.

1. I will look out for that.
2. It will be dangerous for the Romans, if the Germans get into the habit of ¹ crossing the Rhine.
3. Ariovistus could not refrain from assuming insolence.
4. I think I ought to undertake this matter at the earliest possible moment.

221

CHAPTER XXXIV

- | | |
|--------------------------------------|-------------------------------------|
| <i>a.</i> placuit ei ut mitteret. | <i>a.</i> he resolved to send. |
| <i>b.</i> quid Caesari negoti esset. | <i>b.</i> what business Caesar had. |

1. I am resolved to treat with you.
2. If I had wished ² anything, I would have sent ambassadors.
3. Quote 2 indirectly after dixit.³
4. What business have you in Gaul anyhow?

222

CHAPTER XXXV

- | | |
|---|--|
| <i>a.</i> hanc gratiam referret. | <i>a.</i> he made this return. |
| <i>b.</i> sibi perpetuam amicitiam
cum eo futuram. | <i>b.</i> that he would have lasting
friendship with him. |

1. What return are you making us?
2. I demand of you not to lead any army across the Rhine.
3. If you should ⁴ do this, I would have lasting friendship with you.
4. If I gain my request, I'll not neglect my friends.

¹ "get . . . of," use one word.³ See 169, 4, 5.² See 123.⁴ See 125.

223

CHAPTER XXXVI

<i>a.</i> quī faceret.		<i>a.</i> since he made (see 173, 4).
<i>b.</i> intellēctūrum quid Ger- mānī possent.		<i>b.</i> he would find out what strength the Germans have.

1. It is a right of war that the conquerors¹ should rule as they wish.

2. I ought to exercise my right, since I have conquered you.

3. If you think we have no strength, come on.

4. If you make war on us, we will pay the taxes.

5. Quote 4 indirectly after dixerunt.

224 CHAPTERS XXXVII AND XXXVIII

<i>a.</i> Aeduī veniēbant questum quod Harūdēs populā- rentur.		<i>a.</i> the Aedui came to com- plain because the Haru- des were laying waste.
<i>b.</i> mōns māgnā altitūdine.		<i>b.</i> a mountain of great height.

1. They are complaining because² peace cannot be purchased even by giving hostages.

2. I must hasten by forced marches so that their forces may not unite.

3. The enemy are advancing to occupy the town.

4. Resistance cannot easily be made, if we do not take great precautions.

5. The town was very useful for war, because¹ it contained a mountain of great size.

6. A river touches the base of it on either side.

¹ See 71, 7.

² See 173.

225

CHAPTER XXXIX

<i>a.</i> dum ad Vesontiōnem morātur.	<i>a.</i> while he was delaying near Vesontio.
<i>b.</i> alius aliā causā inlātā.	<i>b.</i> each one presenting a different excuse.
<i>c.</i> petēbat ut discēdere liceret.	<i>c.</i> begged permission to depart.

1. While we were delaying a few days, the whole army was seized with fear.
2. The Germans are men of marvelous bravery.
3. Caesar asserted that this panic started with those who had no experience in war.
4. One presented one excuse, another another.¹
5. Caesar's troops will not beg permission to advance.
6. He feared that they would not be obedient to the word of command.

226

CHAPTER XL

<i>a.</i> quam in partem.	<i>a.</i> in what direction.
<i>b.</i> sibi persuādēri.	<i>b.</i> that he was persuaded.
<i>c.</i> quantum boni.	<i>c.</i> how much advantage.
<i>d.</i> parēs esse nostrō exercituī.	<i>d.</i> to be a match for our army.
<i>e.</i> neque suī potestātem fēcisset.	<i>e.</i> and had not given (them) a chance at him.

1. I have a right to inquire in what direction we are marching.
2. Why did he call a council?
3. We are persuaded² that he will not bring war upon us.

¹ See 73.² See 32, 2.

4. If you should lose confidence in your commander, what, pray, should you fear?

5. You can judge how much courage the enemy have, now that the Cimbri have been defeated.¹

6. The Romans feared that the Germans were their match.

7. If you give me a chance at you, I will defeat you more by stratagem than valor.

8. I know that Caesar will take care of this.

9. I know that whoever does not advance² has no confidence in the general.

10. Which is the stronger, duty or fear?

REVIEW OF CHAPTERS XXXI-XL

227. Review thoroughly the meanings of the following verbs, memorizing principal parts of verbs, declensions of adjectives and nouns:

- | | |
|-------------------------------------|----------------|
| 1. recūsō. | 14. accēdō. |
| 2. dēspērō (<i>dē</i> , not acc.). | 15. experior. |
| 3. supplicium sūmō. | 16. efficiō. |
| 4. adsuēfaciō. | 17. adsum. |
| 5. adsuēscō. | 18. dēsum. |
| 6. suscipiō. | 19. impellō. |
| 7. placeō. | 20. temperō. |
| 8. grātiā referō. | 21. dēterreō. |
| 9. grātiā habeō. | 22. cruciātus. |
| 10. grātiās agō. | 23. absēns. |
| 11. neglegō. | 24. mātūrē. |
| 12. praecaveō. | 25. negōtium. |
| 13. arcessō. | 26. omnīnō. |

¹ Use participle.

² See 166.

27. perpetuus.	39. māgnitūdō.
28. iterum.	40. difficultās.
29. semel.	41. conloquium.
30. vērō.	42. commeātus.
31. paulātim.	43. sēdēs.
32. paulisper.	44. cōnsuētūdō.
33. paulum.	45. uter.
34. simulātiō.	46. uterque.
35. ordō.	47. plērumque.
36. palūs.	48. hūc.
37. facinus.	49. praetereā.
38. dīligentia.	50. subitō.

228. Review thoroughly the following principles of syntax:

1. Ablative of description, 49.
2. Genitive of description, 22.
3. Genitive of the gerund and gerundive with *causā*, 142. 2.
4. Supine in *um*, 96.
5. Causal clauses introduced by *quod*, 173.
6. Substantive clauses with verbs of hindering, refusing, and with verbs of accomplishing, 150.
7. Indirect questions, 134.

229. The instructor should form original English sentences employing the words of 227 and the constructions of 228. These sentences may be given to the class for oral or written sight practice.

- a.* eī grātiās ēgit.
b. ā nostris abesse.

- a.* thanked him.
b. were distant from ours.

1. We thank Caesar for delivering¹ such a speech.
2. They were quite ready to apologize to me.
3. The policy of the campaign is the commander's, not ours.
4. Scouts informed us that the enemy were fifty miles away from our camp.

231

CHAPTER XLII

- | | |
|-------------------------------------|---|
| <i>a.</i> sī quid opus factō esset. | <i>a.</i> if there were any need of action. |
| <i>b.</i> in locō habitūrum. | <i>b.</i> would regard as. |

1. You may do what you have asked for.
2. Don't refuse² me when I ask.
3. Caesar was afraid that the conference would be broken off.
4. If there is any need of cavalry, let the soldiers be put on horses.
5. Regard us as your friends.

232

CHAPTER XLIII

- | | |
|---|---|
| <i>a.</i> ubi eō ventum est. | <i>a.</i> when they came there. |
| <i>b.</i> ipsīs cum Aeduīs intercēderent. | <i>b.</i> existed between themselves and the Aedui. |

1. Ariovistus said he would carry on the conference³ on horseback.
2. When they had come to the mound, Caesar showed what gifts the Senate had bestowed.
3. Reasons for intimacy exist between you and them.

¹ "for delivering" = because he delivered.

² See 116.

³ "carry on the conference," one word.

4. I was called a friend by the Senate before you came into Gaul.

5. I will make this demand, not to cross with your army.

233

CHAPTER XLIV

a. trānsisse Rhēnum sēsē rogā-
tum ā Gallīs.

b. sibi praesidiō esse.

c. quod trādūcat.

d. sē prius in Galliam vēnisse
quam populum Rōmānum.

a. that he had crossed the
Rhine at the request of
the Gauls.

b. to be a protection to him.

c. as to his leading. (trādū-
cat would be indicative
in direct discourse.)

d. that he had come into Gaul
before the Roman people.

1. I will leave home at your request.

2. I did not make war on you,¹ but you on me.

3. If you wish to enjoy peace, pay the tribute.

4. I crossed the Rhine voluntarily to impose² a tax on the vanquished.

5. If you should be a hindrance to me, I would not seek your friendship.

6. As to my leaving my territory, I am doing this to defend myself.

7. I say that you made an attack before we did.³

8. Why ought you to use our help?

9. I am not so simple as not to know that Caesar is pretending friendship.

10. He says he will do whatever you say.

¹ Note the order of the Latin in the text, . . . nōn sēsē intulisse.

² "to impose" — express in several ways.

³ Omit.

234

CHAPTERS XLV AND XLVI

<i>a.</i> Galliam esse Ariovistī.	<i>a.</i> that Gaul belonged to Ariovistus.
<i>b.</i> quibus populus Rōmānus ignōvisset.	<i>b.</i> whom the Roman people had pardoned.
<i>c.</i> committendum nōn putābat ut dicī posset.	<i>c.</i> he thought that no ground should be given for saying.

1. My habit doesn't allow me to¹ desert my allies.
2. Gaul belongs to Caesar rather than to Ariovistus.
3. They would have enjoyed their own laws, had you pardoned² them.
4. Caesar orders his men not to throw stones at the Germans.
5. No ground ought to be given for saying that we excluded them from the conference.
6. Don't hurl back your weapons.

235

CHAPTER XLVII

<i>a.</i> bīduō post.	<i>a.</i> two days afterwards.
<i>b.</i> retinērī quīn conicerent.	<i>b.</i> to be kept from hurling.
<i>c.</i> quā multā ūtēbātur.	<i>c.</i> which he spoke fluently.

1. Three days afterwards he said he would send some one as an ambassador.
2. I will keep the enemy from³ throwing stones at you.
3. If you cannot go yourself, send a man of great courage.
4. Can you speak Latin fluently?

¹ Don't use infinitive.² See 123.³ See 150, (1) and (2).

236

CHAPTER XLVIII

<i>a.</i> ut eī potestās nōn deēsset.	<i>a.</i> that he might not lack the opportunity.
<i>b.</i> singulī singulōs.	<i>b.</i> one apiece.
<i>c.</i> sī quid erat dūrius.	<i>c.</i> if there was any difficulty.

1. If there is¹ any difficulty, they will not lack the opportunity.

2. If there were any difficulty, I would not lack the opportunity.

3. If there should be any difficulty, we should not lack the opportunity.

4. They will select one horse apiece.

5. We shall have to fight a cavalry battle.

237

CHAPTERS XLIX AND L

<i>a.</i> quam ob rem.	<i>a.</i> why.
<i>b.</i> utrum ex ūsū esset necne.	<i>b.</i> whether it was expedient or not.

1. Caesar chose a place beyond the place where the enemy was.

2. He will send the third line to fortify² the camp.

3. At the completion of the work, they retreated into camp.

4. I will ask him why he does not give us a chance to fight.

5. Is it the divine will for us to storm the camp?

6. Tell me whether the moon is full or not.

¹ Review 126.

² Express in several ways.

238

CHAPTERS LI AND LII

- | | |
|--|---|
| <i>a.</i> proximō diē, postrīdiē ēius
diēi.
<i>b.</i> repertī sunt complūrēs nostrī
quī insilirent. | <i>a.</i> on the next day.
<i>b.</i> there were very many of our
men who jumped, etc. |
|--|---|

1. On the next day he did not use the soldiers of the legions for show.

2. At our departure we shall implore you not to leave any hope in flight.

3. I will put an officer in charge of each legion.

4. They attacked us so quickly that a hand to hand encounter resulted.

5. Send the cavalry to help them.

6. There are many who¹ are engaged in the battle line.

239

CHAPTERS LIII AND LIV

- | | |
|---|---|
| <i>a.</i> hostēs terga vertērunt.
<i>b.</i> neque prius fugere dēsti-
tērunt quam pervēnērunt.
<i>c.</i> sē praesente. | <i>a.</i> the enemy fled.
<i>b.</i> and they did not cease fly-
ing until they arrived.
<i>c.</i> in his presence. |
|---|---|

1. When they cannot rely on their strength, they will flee.

2. Our men did not cease pursuing until they killed many thousand.

3. He was bound and dragged in flight.

4. Ariovistus is said to have escaped in a small boat that he had found.²

5. They cast lots in our presence.

6. Now that Ariovistus had been defeated, Caesar thought he was safe.

¹ See 174.

² "that . . . found" — one word.

240 REVIEW OF CHAPTERS XLI-LIII

Review thoroughly the following vocabulary, memorizing the principal parts of the verbs, and the declensions of the nouns and adjectives:

1. certior fiō	} (<i>dē</i> and abl. of thing. <i>per</i> or <i>ab</i> with person.)	25. adulēscēns.
2. certiōrem faciō		26. sententia.
3. tollō.		27. regiō.
4. interpōnō.		28. labor.
5. intercēdō.		29. dētrimentum.
6. interdicō.		30. praemium.
7. exeō.		31. aditus.
8. dēfendō.		32. incolumis.
9. simulō.		33. idōneus, cf. aliēnus.
10. ignōscō.		34. inīquus.
11. cōnficiō.		35. aequus.
12. sē recipere.		36. utrimque.
13. reperiō.		37. statim.
14. inveniō.		38. comminus.
15. praefficiō.		39. complūrēs.
16. cōsulō, with dat. and acc.		40. dūrus.
17. doceō.		41. tēlum.
18. trānseō.		42. sponte.
19. circumsistō.		43. stipendium.
20. trānsdūcō.		44. domus.
21. nanciscor.		45. eō (adv.).
22. tergum.		46. ultrō.
23. subsidium.		47. factum.
24. genus.		48. opus, indecl.
		49. opus, eris.

241. Review thoroughly the following principles of syntax:

1. The predicate genitive (see grammar).
2. Accusative with compounds, *circum, praeter, trāns*.
3. Double questions, direct and indirect, 80.
4. Intransitive verbs, 32.
5. Clauses introduced by *antequam* and *priusquam*, 154.
6. Conditional sentences, three types, 121-125.

242. The instructor should form original English sentences employing the words of 240 and the constructions of 241. These sentences may be given to the class for oral or written sight practice.

BOOK II

NOTE. Sentences in groups A are for those who begin to read Caesar at Book II. Those in groups B are for students who have read Book I. The student should not depend on the English-Latin vocabulary for the Latin words. The Latin text upon which each exercise is based should always be consulted for the proper words or phrases.

43

CHAPTER I

a. certior fiēbat.

b. inter sē dare.

c. exercitum hiemāre molestē
ferēbant.

a. he was informed.

b. were exchanging, were giving
to one another.

c. they were annoyed that an
army should winter.

A. 1. We are informed; he will inform Caesar; I have informed them.

2. We exchange; you exchange.

3. They feared that Gaul would be subdued.

4. I am annoyed that you are conspiring against me.

5. Some desire a revolution.

6. I am informed that they are leading an army against us.

B. 1. They informed him that we were exchanging hostages.

2. I am afraid that they will pass the winter in Gaul.

3. We are grieved that Caesar was not informed that they were conspiring.

4. Those who can hire men will generally usurp royal power.

244

CHAPTER II

<i>a.</i> quī dēdūceret Q. Pedium mīsit.	<i>a.</i> he sent Quintus Pedius to lead.
<i>b.</i> dat negōtium Senonibus utī cōgnōscant.	<i>b.</i> he employs the Senones to find out.

- A.** 1. I will enroll troops among the Gauls.
 2. I sent them to find out about this.
 3. We employed him to inform us.
 4. They announced that Caesar was coming to the army.
 5. We ought not to hesitate.¹

- B.** 1. We will send an officer to enroll two legions.
 2. We gave it in charge² of Pedius to gather an army
 together.

3. He was informed that they had broken³ camp and
 were setting out toward the Belgae.

245

CHAPTER III

<i>a.</i> sē suaque omnia.	<i>a.</i> themselves and all their pos- sessions.
<i>b.</i> nē Suessiōnēs quidem.	<i>b.</i> not even the Suessiones. (Note order of Latin words.)
<i>c.</i> dēterrēre quīn cum hīs cōn- sentīrent.	<i>c.</i> to prevent from conspiring with these.

- A.** 1. Myself and all my property; ourselves and all
 our possessions.
 2. The Germans who live in Gaul enjoy their own laws.

¹ See III.

² "gave . . . charge of"; does this mean same as "employed"?

³ Use participle.

3. He said that¹ the Germans who lived in Gaul enjoyed their own laws.

4. He is not ready to give even hostages.

5. We will prevent them from² aiding you.

B. 1. We who have given you all our property will not conspire against you.

2. Write 1 indirectly after *dixērunt*.

3. We have prevented them from² enjoying even their own laws.

4. Caesar came so quickly that the Remi said they would help him.

246.

CHAPTER IV

a. quī Cimbrōs ingredī pro-
hibuerint.

b. sibi sūmerent.

c. plūrimum valēre.

a. who kept the Cimbri from
entering.

b. they were assuming.

c. were the most powerful.

A. 1. What can you do in war?

2. I will ask him what you can do in war.

3. We will keep them from settling there.

4. I have found out that they have entered our territory.

5. You are assuming great authority.

6. How large a number has each one promised?

7. They are the most powerful, because they have many soldiers.

8. Quote 7 indirectly after *dixit*.

9. The chief command of the whole war will be conferred upon Galba.

10. The Nervii were regarded as extremely cruel.

B. 1. I will ask him who are descended from the Germans.

¹ Review 165-169.

² See 150, (1) and (2).

2. We are the only ones who¹ have expelled the Gauls.
3. They will prevent us from assuming great authority.
4. They are the most powerful, because they can furnish a hundred thousand men.
5. Quote 4 indirectly after *dixit*.
6. I have found out that the Nervii were considered extremely cruel.

247

CHAPTER V

<i>a.</i> <i>nē cōnfligendum sit.</i>	<i>a.</i> lest they should have to contend.
<i>b.</i> <i>commeātūs ut portārī pos-</i> <i>sent efficiēbat.</i>	<i>b.</i> made it possible for supplies to be brought.
<i>c.</i> <i>in altitudinem pedum XII</i> <i>vāllō.</i>	<i>c.</i> by a wall twelve feet high.

- A.**
1. It concerns us.
 2. We shall be compelled² to fight with the enemy.
 3. We learned that Caesar had pitched his camp.
 4. I will make it possible for you to go.
 5. This ditch will be six feet deep.
 6. Caesar ordered³ them to bring supplies.
- B.**
1. It concerned us that they keep the enemy apart.
 2. If you do this, we shall have to fight.
 3. He learned that troops had been sent and were being led across the river.
 4. The river makes it possible for me to be safe.
 5. The bridge will be one hundred feet long.
 6. We shall order³ them to hurry.

¹ Is this a simple relative clause?

² "we . . . fight," see III. 95.

³ What construction would follow *imperō*? See 147.

248

CHAPTER VI

<i>a.</i> mūrus dēfēnsōribus nūdātus est.	<i>a.</i> the wall was stripped of its defenders.
<i>b.</i> testūdine factā mūrum subruunt.	<i>b.</i> by forming a testudo they undermine the wall.
<i>c.</i> in mūrō cōsistendī potestās erat nullī.	<i>c.</i> nobody could keep a foothold on the wall.

- A.** 1. The town is two miles from the river.
 2. We have cleared the town of soldiers.
 3. This was done by hurling stones.
 4. We cannot keep a foothold on the wall.
 5. They said that Iccius was in command of the town.

B. 1. A town named Bibrax was attacked by the Belgae on their march.

2. We began to clear the town of soldiers.
 3. By hurling many javelins they put an end to¹ the attack.
 4. Nobody could² hurl stones against the wall.
 5. Iccius says that the town will be taken, unless Caesar sends him help.

249

CHAPTER VII

<i>a.</i> funditōrēs subsidiō oppidānīs mittit.	<i>a.</i> he sends the slingers to aid the townsmen.
<i>b.</i> apud oppidum morātī, omnibus vicīs incēnsīs, ad castra Caesaris contendērunt.	<i>b.</i> after lingering about the town, and after all the villages had been burned, they hastened to Caesar's camp. (Note change in use of the participle.)

¹ "put an end to" = make an end of.

² Do not use possum.

- A.** 1. I will send men to help you.
 2. For the same reason we employed the slingers.
 3. After pitching¹ camp, they lingered in the town.
 4. Many buildings were burned.

B. 1. Caesar used the messengers as guides and sent soldiers to help them.

2. After gaining possession² of the town and pitching¹ his camp, he waited for them a little while.
 3. They were more than three miles off.

250

CHAPTER VIII

<i>a.</i> tantum . . . quantum.	<i>a.</i> as much . . . as.
<i>b.</i> quod tantum multitudine poterant.	<i>b.</i> because they were so strong in numbers.
<i>c.</i> suās cōpiās ēductās instrūxērunt.	<i>c.</i> they led their forces out and drew them up.

- A.** 1. Our men have a high reputation for valor.
 2. The place was suitable for³ pitching a camp.
 3. The hill extends as far as we can see.
 4. He did this so as not to be surrounded.
 5. We are very strong in numbers.
 6. I will lead⁴ out and draw up my troops.

B. 1. He perceived that the place was suitable for³ pitching camp.

2. That hill covers as much ground as an army can occupy.
 3. They are so strong in numbers that they can surround us as we fight.
 4. After digging a ditch, he stationed war engines.

¹ See 89, 1.² See 85, 2.³ Do not use the dative.⁴ Avoid using two coördinate verbs.

5. We will lead¹ the legion out of the town and draw it up.

REVIEW OF CHAPTERS I-VIII

251. Review thoroughly the meaning of the following words, memorizing the principal parts of verbs, and the declension of nouns and adjectives.

- | | |
|--|----------------------|
| 1. studeō. | 26. certus, compare. |
| 2. cōgnōscō. | 27. rēgnum. |
| 3. dubitō. | 28. negōtium. |
| 4. dēterreō. | 29. obses. |
| 5. prohibeō. | 30. celeritās. |
| 6. iuvō. | 31. celeriter. |
| 7. audeō. | 32. plūrimum. |
| 8. valeō. | 33. quantus. |
| 9. possum. | 34. tantus. |
| 10. habeor. | 35. māgnitūdō. |
| 11. quaerō. | 36. commeātus. |
| 12. postulō. | 37. potestās. |
| 13. distineō (note the force
of <i>dis</i>). | 38. imperium. |
| 14. imperō. | 39. paulum. |
| 15. iubeō. | 40. paulō. |
| 16. cōgō. | 41. paulisper. |
| 17. coepī. | 42. paulātim. |
| 18. incipiō. | 43. idōneus. |
| 19. praefficiō. | 44. uterque. |
| 20. praesum. | 45. quisque. |
| 21. contendō. | 46. medius. |
| 22. cōnficiō. | 47. summus, compare. |
| 23. efficiō. | 48. alter. |
| 24. obtineō. | 49. plērumque. |
| 25. occupō. | 50. nē . . . quidem. |

¹ Avoid using two coördinate verbs.

252. Review the following principles of syntax:

1. Dative of possession, of purpose, and the dative used with adjectives, 34, 35, 37.

2. Ablative of separation. When must a preposition be used? 39.

3. Accusative of extent of space and duration of time, 16.

4. Construction with *quaerō* and *postulō*, 15. 1.

5. Uses of *quod* to introduce relative, causal, and substantive clauses, 173.

6. Substantive clauses after verbs of *doubting*, verbs of *hindering*, and verbs of *fearing*, 135, 136, 150.

253. The instructor should form original English sentences employing the words of 251 and the constructions of 252. These sentences may be given to the class for oral or written sight practice.

254

CHAPTER IX

a. sī nostrī trānsīrent hostēs
expectābant.

a. the enemy were waiting to
see if our men would
cross.

b. eō cōsiliō ut castellum ex-
pūgnārent.

b. with the design of taking
the redoubt.

A. 1. A river was between Caesar's army and the enemy.

2. We are waiting to see if they will cross.

3. Caesar will not begin to cross.

4. They are doing this with the design of capturing the camp.

5. Titurius commands the soldiers.

B. 1. We are waiting to see if they will attack us.

2. If¹ the cavalry battle is favorable to neither party, we will not begin to cross.

3. The enemy are hastening to the river with the design of finding fords.

4. Who will be in charge of the redoubt when the enemy cross?

255

CHAPTER X

a. primōs circumventōs interfecerunt.

b. constituerunt optimum esse quemque reverti.

c. hīs persuaderi ut diūtius morarentur nōn poterat.

a. they surrounded and killed the first.

b. they decided that it was best for each to return.

c. these could not be persuaded to wait any longer.

A. 1. A fierce battle is being fought.

2. We attacked them while² they were crossing.

3. They will surround³ and kill him.

4. It is best for each to fight in his own territory.

5. I can't be persuaded to return home.

6. We assembled to defend our homes.

B. 1. They informed Caesar that a fierce battle was being fought.

2. They drove them back³ and slew many of the enemy.

3. It is best for us to use our own grain supplies.

4. We shall attack the enemy while² they are crossing.

5. We can't be persuaded to fight in foreign territory.

¹ "if . . . is," do not use *si* and the indicative.

² "while . . . crossing" — express by one word in Latin.

³ See 88.

256

CHAPTER XI

<i>a.</i> fēcērunt ut profectiō vidērētur.	<i>a.</i> they made their departure seem.
<i>b.</i> primā lūce ; sub occāsum sōlis.	<i>b.</i> at daybreak ; at sunset.
<i>c.</i> exaudītō clāmōre.	<i>c.</i> on hearing the shout.

- A.** 1. Everybody is leaving camp.
 2. Their departure made Caesar fear an ambushade.
 3. At dawn, the fact was established.
 4. Why did they withdraw ?
 5. On seeing our men, they fled several miles.
 6. At sunset, they will be out of danger.

B. 1. Caesar could not understand why they were hastening home.

2. Their departure would¹ have made any one fear an ambushade.

3. At daybreak, the cavalry attacked the rear.

4. Those in front, on seeing the enemy, were thrown into confusion.

5. At sunset, they had fled as far as they could.

257

CHAPTERS XII AND XIII

<i>a.</i> id paucīs dēfendentibus expūgnāre nōn potuit.	<i>a.</i> although there were few defenders, he could not capture.
<i>b.</i> quae ad oppūgnandum ūsui erant.	<i>b.</i> what was useful in besieging.
<i>c.</i> celeritāte Rōmānōrum permōti.	<i>c.</i> alarmed at the speed of the Romans.
<i>d.</i> māiōrēs nātū.	<i>d.</i> the elders.

¹ "would have made" — See 127, 118.

A. 1. On the next day, the enemy recovered from their alarm.

2. Although the wall was high, he tried to take the town.

3. Sheds are useful in besieging.

4. The Suessiones were alarmed at the towers.

5. Caesar received the two sons of Galba as hostages.

6. The elders said they had not fought against Caesar.

7. The women approached the camp with outstretched hands.

8. I will come under your protection.

B. 1. Although he saw the height of the wall, Caesar tried to take the town.

2. Ditches and walls are useful in defending a town.

3. The Gauls were alarmed at these works and sought peace of Caesar.

4. Galba's two sons were received by Caesar as hostages.

5. The elders approached the camp.

6. With hands outspread, the women urged their countrymen to surrender to Caesar.

258

CHAPTER XIV

a. populō Rōmānō bellum intulisse.

b. petere Bellovacōs ut ūtātur.

a. had waged war on the Roman people.

b. that the Bellovaci begged him to use.

A. 1. How great a war did you wage on the enemy?

2. We understand how great a war you waged on them.

3. I begged him to do this.

4. He says that those who did this are fleeing to Britain.

B. 1. We understand who have brought war on the Romans.

2. If you do this, I will beg Caesar to show his characteristic kindness.

3. Quote 2 indirectly ¹ after *dixit*.

259

CHAPTERS XV AND XVI

(a) nūllum aditum esse ad eōs mercātōribus.	(a) that traders have no access to them.
(b) nihil vīnī.	(b) no wine.
(c) hīs persuāserant utī expe- rīrentur.	(c) they had persuaded these to try.

A. 1. Caesar said he would demand many hostages.

2. We will surrender ourselves and all our property.

3. Caesar had access to the Gauls.

4. The Nervii allow no wine to be brought into their territory.

5. They learned that Caesar had marched many miles.

6. I shall persuade them to wait for me.

7. The enemy are on the other side of the river.

B. 1. Caesar said he would demand hostages and make inquiry about their customs.

2. Will you surrender yourself and all your property?

3. The Nervii have no wine in their country.

4. They learned that Caesar had marched many miles.

5. I shall persuade him to wait for me on the other side of the river.

¹ Review carefully 165-169.

260

CHAPTER XVII

<i>a.</i> explorātōrēs praemittit qui locum castrīs idōneum dēligant.	<i>a.</i> he sends ahead scouts to choose a place suitable for a camp.
<i>b.</i> quicquam negōtī.	<i>b.</i> any trouble.
<i>c.</i> nōn omittendum sibi cōn- silium Nervīi exīstimāvē- runt.	<i>c.</i> the Nervii thought they ought not to disregard the advice.

- A.** 1. He sent ahead men to do this.
 2. They observed our army's usual manner of marching.
 3. There will not be any trouble in routing¹ the first legion.
 4. Our strength is in cavalry forces.
 5. They bent the trees to furnish² a fortification.
 6. I think that the Nervii ought not to disregard this advice.
 7. We can't even look through the hedge.

- B.** 1. They sent men to observe our manner of march.
 2. If the first legion is routed, there will not be any trouble in plundering¹ the baggage.
 3. Our strength was in cavalry forces.
 4. The hedge furnishes a defense which³ cannot be entered.
 5. Do you think that the Nervii ought to disregard this advice?

REVIEW OF CHAPTERS IX-XVII

261. Review thoroughly the meanings of the following words, memorizing the principal parts of verbs, and the declension of nouns and adjectives:

¹ Use infinitive.² "to furnish," cf. *praedandī causā*.³ See 174.

1. cōnor.	26. dēligō.
2. exspectō.	27. omittō.
3. cōsistō.	28. cōnsuētūdō.
4. cōstituō.	29. impediō.
5. expūgnō.	30. impedimentum.
6. oppūgnō.	31. appropinquō.
7. interficiō.	32. complūrēs.
8. intereō.	33. ūsus.
9. persuādeō.	34. cōnsilium.
10. moror.	35. secundus.
11. morior.	36. aliēnus.
12. dēficiō.	37. inīquus.
13. dēsum.	38. rēs frūmentāria.
14. intellegō.	39. proficiscor.
15. properō.	40. profectiō.
16. mātūrō.	41. clāmor.
17. dēsistō.	42. insīdiae.
18. sē recipere.	43. agmen.
19. pandō.	44. novus.
20. accēdō.	45. pauci.
21. inferō.	46. aditus.
22. experior.	47. nihil.
23. dēdō.	48. quisquam.
24. dēditiō.	49. ineō.
25. dēditicius.	50. initium.

262. Review the following principles of syntax :

1. Genitive of the whole, 23.
2. Passive periphrastic, 95.
3. Construction with *persuādeō*, 147.
4. Indirect questions, 134.
5. Sequence of tenses, 131-133.
6. Consecutive clauses dependent on *faciō*, *efficiō*, etc.

263. The instructor should form original English sentences, employing the words of 261 and the constructions of 262. These sentences may be given to the class for oral or written sight practice.

264 CHAPTERS XVIII AND XIX

<i>a.</i> flūminis erat altitūdō pedum circiter trium.	<i>a.</i> the depth of the river was about three feet.
<i>b.</i> ratiō aliter sē habēbat āc Belgae ad Nerviōs dē- tulerant.	<i>b.</i> the arrangement was differ- ent from what the Belgae had reported to the Nervii.
<i>c.</i> ut aciem cōstituerant.	<i>c.</i> just as they had drawn up the line of battle.
<i>d.</i> impetum in nostrōs equitēs fēcērunt.	<i>d.</i> they made an attack on our cavalry.

A. 1. The river Sambre has been mentioned above.

2. One cannot see¹ into the woods.

3. The height of the hill was about two hundred feet.

4. The plan of march is different from what the enemy thought.

5. Two legions will guard the rear.

6. We will not retreat into the woods.

7. They attacked us as we were retreating.

8. He will do just as he has agreed.

9. After the camp had been fortified, we saw the enemy.

10. The cavalry was easily routed and thrown into confusion.

B. 1. The foot of the hill is cleared of woods, so that the enemy cannot hide.

¹ "one cannot see" = it cannot be seen,

2. The hill that had been chosen for a camp was about two hundred feet high. -

3. Caesar's custom is different from what has been reported.

4. They didn't dare to attack the Romans as they retreated.

5. How far will they follow us?

6. We will do just as we have agreed.

7. When the cavalry had been routed, they made for Caesar's camp.

265

CHAPTER XX

a. Caesarī omnia ūnō tempore erant agenda.

b. cum ad arma concurrī oportēret.

c. quod singulīs legiōnibus singulōs lēgātōs Caesar discēdere vetuerat.

a. Caesar had to do everything at once.

b. when they must rush to arms.

c. because Caesar had forbidden the lieutenants to leave their respective legions.

A. 1. You must¹ do this quickly.

2. Others show us what we ought¹ to do.

3. Caesar will forbid the lieutenants to give the signal to their respective legions.

4. The experience of the soldiers helped them.

5. We will execute by ourselves what seems best.

B. 1. When the signal is given the soldiers must¹ run to arms.

2. Others ought¹ not to show us what we have¹ to do.

3. Caesar had ordered the lieutenants to draw up their respective legions.

¹ Review carefully III, 95.

266 CHAPTERS XXI AND XXII

<i>a.</i> quam in partem.	<i>a.</i> in that direction in which.
<i>b.</i> quō tēlum adicī posset.	<i>b.</i> a spear's throw.
<i>c.</i> aliae aliā in parte.	<i>c.</i> some in one place, others in another.

A. 1. He will go in that direction in which he has been ordered.

2. We will urge the soldiers to¹ remember this.

3. He is not more than a stone's throw off.

4. We did not have time to prepare our javelins.

5. You will lose time for² fighting.

6. Some of the soldiers were in one place, others in another.

7. What is needed in each town?

8. The inequality of things was so great that various results of fortune followed.

B. 1. We urged the soldiers to¹ go in that direction in which they had been ordered.

2. Since the enemy are not more than a stone's throw off, you will not have time to encourage the soldiers.

3. They will lose time for² fighting.

4. Some of the soldiers fought in one place, others in another.

5. We can provide what is needed in each town.

267 CHAPTER XXIII

<i>a.</i> ā fronte.	<i>a.</i> in front.
<i>b.</i> duce Boduōgnātō.	<i>b.</i> under the leadership of Boduognatus.
<i>c.</i> nōn māgnō ab eā inter- vāllō.	<i>c.</i> not far from it.

¹ Do not use the infinitive.

² Do not use the dative.

- A.** 1. These legions had opposed the Atrebates.
 2. They were killed while trying to cross the river.
 3. The enemy will not hesitate to renew the fight.
 4. The whole camp was exposed in front.
 5. The seventh legion is stationed not far from the twelfth.
 6. Under Caesar's leadership the camp was nearly surrounded.

- B.** 1. Many of the enemy were killed while resisting¹ our men.
 2. The enemy renewed the fight² and hurled² their weapons.
 3. The camp was exposed in front, because two legions were stationed not far from the right wing.
 4. Under Caesar's leadership we shall not hesitate to engage with the Gauls.

268

CHAPTER XXIV

<i>a.</i> adversis hostibus occurrēbant.	<i>a.</i> they met the enemy face to face.
<i>b.</i> cālōnēs praecipitēs fugae sēsē mandābant.	<i>b.</i> the camp followers took to flight in utter confusion.
<i>c.</i> aliī aliam in partem ferēbantur.	<i>c.</i> some rushed in one direction, others in another.

- A.** 1. I said that the infantry were routed by the enemy.
 2. I met him face to face.
 3. We took to flight in great confusion.
 4. Some were alarmed by one³ thing, others by another
 5. The camp was filling up with the enemy.

¹ See 87.² Do not use coördinate verbs.³ See 73.

6. The soldiers were nearly surrounded and held fast.
7. It was reported that the Nervii had captured our camp.

- B.** 1. When we retreated, we met him face to face.
 2. I took to flight in great confusion.
 3. Some were alarmed by one¹ thing, others by another.
 4. It is said that the cavalry had been sent to Caesar as help.
 5. The Nervii scattered our men and almost took the camp.

269

CHAPTER XXV

<i>a.</i> ubi milites sibi ipsos ad pugnam esse impedimentō vīdit.	<i>a.</i> when he saw that the soldiers hindered one another in fighting.
<i>b.</i> signa inferre.	<i>b.</i> to charge.
<i>c.</i> cum quisque operam nāvare cuperet.	<i>c.</i> since each one wished to do his best.

- A.** 1. We hinder one another in fighting.
 2. Publius Sextius Baculus was exhausted by many severe wounds.
 3. There is no reserve that² can be brought up.
 4. Although³ many had been killed, Caesar did not abandon the contest.
 5. He snatched a shield from a soldier.⁴
 6. We will charge, so as to open up the ranks.
 7. Each man will do his best.

- B.** 1. Owing to the crowded condition of the soldiers, we hindered one another in fighting.

¹ See 73.² See 174.³ See 87, 89.⁴ Cf. militi in the text.

2. Although ¹ many are exhausted by wounds, Caesar will not abandon the contest.

3. There is no reserve that ² can be brought up.

4. We will charge so that the soldiers may use their swords more easily.

5. Each man will do his best, so as to infuse hope in the general.

270

CHAPTER XXVI

a. tribūnōs monuit ut conversa signa in hostis inferrent.

b. cum alius aliī subsidium ferret.

c. cum quantō in periculō imperātor versārētur cōgnōvissent.

a. he urged the tribunes to face about and charge the enemy.

b. since they helped one another.

c. when they found out in what danger the general was involved.

A. 1. I urged them to ³ take a stand near by.

2. Face about and charge the enemy.

3. They helped one another.

4. I don't fear being seen by the enemy.

5. Labienus learned what the enemy were doing.

6. He learned that the commander was involved in danger.

B. 1. We will urge them to ³ help one another.

2. Don't ⁴ be afraid, face about and charge the Nervii.

3. The soldiers fear being hard pressed by the enemy.

4. Labienus could see what danger the camp was in.

REVIEW OF CHAPTERS XVIII-XXVI

271. Review thoroughly the meanings of the following words, memorizing the principal parts of verbs, and the declension of nouns and adjectives:

¹ See 87, 89.

² See 174.

³ Review 147.

⁴ See 116.

1. pellō.	26. prōvideō.
2. compellō.	27. convertō.
3. compleō.	28. aliter.
4. nāscor.	29. ōrdō.
5. subsequor.	30. ratiō.
6. dēferō.	31. dēclivīs.
7. discēdō.	32. acclivitās.
8. accēdō.	33. pars.
9. arcessō.	34. pār.
10. praescribō.	35. apertus.
11. doceō.	36. alius.
12. vetō.	37. alter.
13. administrō.	38. altus.
14. concurrō.	39. opera.
15. occurrō.	40. opus.
16. obveniō.	41. opus, eris.
17. adiciō.	42. ops.
18. cohortor.	43. paene.
19. redintegrō.	44. ferē.
20. mandō.	45. collis.
21. dēserō.	46. adversus.
22. versor.	47. subsidium.
23. intermittō.	48. cōnfertus.
24. committō.	49. cōspectus.
25. āmittō.	50. rūsus.

272. Review the following principles of syntax:

1. Genitive of quality to denote measure, 22.
2. Dative of agent with passive periphrastic verbs, 95.
3. Passive periphrastic, *oportet*, *dēbeō*, 95, 111.
4. Cases of the gerund, 91.
5. Clauses after verbs of *urging*, *ordering*, *requesting*, 147.
6. Moods with *ubi*, *ut*, *postquam*, etc., 152.

273. The instructor should form original English sentences employing the words of 271 and the constructions of 272. These sentences may be given to the class for oral or written sight practice.

274

CHAPTER XXVII

<i>a.</i> ut proximī iacentibus insisterent.	<i>a.</i> that the next stood upon them as they lay fallen.
<i>b.</i> ut iudicārī dēbēret.	<i>b.</i> that one must decide.

A. 1. Those who were exhausted with wounds leaned on their shields.

2. Let¹ us put ourselves ahead of the cavalry.

3. He stood upon his friend as he lay fallen.

4. They showed such valor that they dared to do very difficult deeds.²

5. One must decide that the Nervii were very brave.

B. 1. They leaned on their shields to fight men who were armed.

2. The Nervii are so brave that they fight as they lie exhausted with wounds.

3. One must decide that the Gauls dare to do very difficult deeds.²

275

CHAPTER XXVIII

<i>a.</i> quī arma ferre possent.	<i>a.</i> capable of bearing arms.
<i>b.</i> fīnitimīs imperāvit ut . . . prohibērent.	<i>b.</i> he ordered their neighbors to refrain.

A. 1. The elders think that the vanquished are not safe.

2. There are not many capable³ of bearing arms.

¹ See 115.

² Omit.

³ Review 174.

3. Caesar ordered¹ the Nervii to be protected very carefully.

4. He ordered² the vanquished to use their own towns.

B. 1. There were not many elders capable³ of bearing arms.

2. Caesar ordered² the ambassadors to surrender to him.

3. In order to seem to exercise mercy, Caesar orders¹ their neighbors to spare the Nervii.

276

CHAPTER XXIX

a. cum auxiliō Nervii venī-
rent.

b. cum aliās bellum īferrent
aliās inlātum dēfenderent.

a. while they were on their way
to help the Nervii.

b. when at one time they made
war, at another defended
themselves when attacked.

A. 1. While we were on our way to help you, the battle was reported.

2. This town is excellently fortified in every direction.

3. The approach had been fortified with rocks of great weight.

4. The Cimbri had marched into Italy.

5. We will defend ourselves when attacked.

B. 1. While we were on our way to help them, it was reported that a battle had been fought.

2. This town, which is excellently fortified, has a steep approach.

3. By fortifying this wall, they defended themselves when attacked.

¹ Use iubeō.

² Use imperō.

³ Review 174.

277 CHAPTERS XXX AND XXXI

a. vāllō in circuitū XV mī-
lium.

b. quod tanta māchinātiō ab
tantō spatiō instituerē-
tur.

c. trāditis armīs.

a. by a wall fifteen miles in
circumference.

b. because so large an engine
was being set up so far
off. (See 173, 1.)

c. if their arms were surrendered.

A. 1. The fort was six hundred feet in circumference.

2. The Romans saw that they kept themselves in the town.

3. A tower was set up a great distance off.

4. The Gauls laughed because the Romans were so small.

5. We will surrender ourselves and all our property to you.

6. Caesar used his customary¹ kindness which the Gauls had heard about.

7. He says that Caesar will use his customary¹ kindness which the Gauls have heard about.

8. If we are deprived of our arms, the enemy will kill our children.

B. 1. A tower fifty feet in circumference was set up a great distance off.

2. The Gauls laughed because the Romans expected to move this tower.

3. If the Romans can move such an engine, they have divine help.

4. Quote 3, indirectly after *Galli putābant*.

5. We beg for one favor; do not deprive us of our arms.

6. If our arms are surrendered, what tortures shall we not suffer?

¹ Suus.

278

CHAPTER XXXII

<i>a.</i> finitimīs imperātūrum nē quam iniūriam inferrent.	<i>a.</i> that he would order their neighbors not to inflict any injury. (See 72.)
--	--

A. 1. If you will not inflict any injury on us, we will surrender.

2. Quote 1 indirectly after *dixērunt*.

3. They threw so many weapons into the ditch that the piles equaled the top of the wall.

4. If¹ the arms are concealed, they will not enjoy peace.

B. 1. If you will not inflict any injury on us, we will do what you order.

2. Quote 1 indirectly after *dīcunt*.

3. Although many arms were concealed, yet they enjoyed peace.

279

CHAPTER XXXIII

<i>a.</i> concursum est.	<i>a.</i> there was a rush, they ran together.
<i>b.</i> capitum numerus relātus est mīlium quīnquāgintā trium.	<i>b.</i> the number of souls was reported to be fifty-three thousand.

A. 1. Let the townsmen receive no injury from our men.

2. The Gauls believed Caesar would withdraw the garrisons.

3. Had they formed this plan before?

4. There was a rush to fight the enemy.

¹ Avoid the use of *sī*.

5. Although there were many defenders, the gates were broken down.

6. The number of those who were killed was said to be four thousand.

B. 1. Caesar orders the soldiers not to inflict any injury on the Gauls.

2. If this plan was entered upon before, ought¹ the townsmen to have been sold⁵?

3. There was a rush on the part of² the Romans to fight the enemy.

4. The number of those who were killed was said to be four thousand.

280 CHAPTERS XXXIV AND XXXV

<p><i>a.</i> utī lēgātī mitterentur quī pollicērentur.</p>		<p><i>a.</i> that ambassadors were sent to promise.</p>
--	--	---

A. 1. Crassus informed Caesar that the states along the coast³ had been pacified.

2. He sent officers to lead the legions into winter quarters.

3. Such a thanksgiving had never been voted up to this time.

4. They promised⁴ to return to Caesar.

5. We will do what he orders.

B. 1. Crassus informed Caesar that the states which bordered the ocean had been pacified.

2. He sends officers to lead the legions among the states where the war had been waged.

3. Such a thanksgiving had never been voted up to this time in honor of any one.

¹ Review 112.

² "on the part of" — what does this mean?

³ "along the coast" — use one word. ⁴ "to return" — acc. and fut. infinitive.

⁵ "To have been sold" — *vēnīre*. The passive of *vēndō* is supplied by *vēneō*.

REVIEW OF CHAPTERS XXVII-XXXV

281. Review thoroughly the meanings of the following words, memorizing the principal parts of verbs and the declension of nouns and adjectives:

- | | |
|-------------------------------------|--------------------------------|
| 1. instituō. | 26. cōnsilium inire. |
| 2. insistō. | 27. inermis. |
| 3. indicō. | 28. nēquiquam. |
| 4. iaceō. | 29. vulnus. |
| 5. iaciō. | 30. extrēmus. |
| 6. cōficiō. | 31. iniūria. |
| 7. dēleō. | 32. cōsēnsus. |
| 8. ascendō. | 33. cōsentiō. |
| 9. agō. | 34. iter. |
| 10. redigō. | 35. pondus. |
| 11. praestō, intrans.
and trans. | 36. saxum. |
| 12. audeō. | 37. mānsuētūdō. |
| 13. dēfendō. | 38. clēmētia. |
| 14. respondeō. | 39. quis, inter. and
indef. |
| 15. trādō. | 40. condiciō. |
| 16. contineō. | 41. exiguitās. |
| 17. invideō. | 42. exiguus. |
| 18. cōnsuēscō. | 43. ēruptiō. |
| 19. cōnfidō. | 44. supplicātiō. |
| 20. attingō. | 45. supplicium. |
| 21. adaequō. | 46. pellis. |
| 22. cēlō. | 47. vis. |
| 23. cadō. | 48. praesertim. |
| 24. accidō. | 49. sicut. |
| 25. occidō. | 50. noctū. |

282. Review the following principles of syntax:

1. Genitive and ablative of quality, 22, 49.
2. Dative with verbs meaning *command*, *obey*, etc., 32.
3. Verbs used impersonally.
4. Constructions with *iubeō* and *imperō*, 147, 148.
5. Principal statements and subordinate clauses in indirect discourse, 160, 166.
6. Uses of *suus*, *sē*, *sibi*, and *ipse*, 65, 69, 74.
7. Relative clauses of result and characteristic, 145. 1, 174.

283. The instructor should form original English sentences employing the words of 281 and the constructions of 282. These sentences may be given to the class for oral or written sight practice.

BOOK III

284

CHAPTER I

1. What reason had¹ Caesar for opening up a road through the Alps?

2. I will permit you, if you think there is need, to² winter in this place.

3. Galba was permitted³ to² go among the Alps.

4. There were two parts in the village of Octodurus; one⁴ the soldiers occupied, the other Galba fortified.

285

CHAPTER II

1. The Gauls who had left the village occupied the mountains.

2. They informed Galba that the Gauls who⁵ had left the village were occupying the mountains.

3. Will the Romans be able to sustain the Gauls' attack, if⁶ many of the soldiers are withdrawn?

4. We are persuaded that the Romans have taken the children away from the Gauls.

¹ See 34.

² Do not use the infinitive.

³ See 32, 2.

⁴ See 73.

⁵ "who . . . village"—is a subordinate clause in indirect discourse **ever** in the indicative?

⁶ Express the condition in some other way than by using *si*.

286

CHAPTER III

1. Sufficient provision for supplies had not been made.
2. Can supplies be brought up when the roads are blocked?
3. Some said, "Let¹ us go back by the same roads by which we came."
4. The majority, however, did not decide to hasten to a place² of safety.

287

CHAPTERS IV AND V

1. The signal was given, and the enemy hurled stones on the camp.
2. The Romans will aid that³ part which is deprived of defenders.
3. Not only not the weary, but not even the wounded, retreated.
4. On⁴ account of the failing strength of our men, the situation was critical.
5. He said to Galba, "If we make a sally, there is one hope of safety."
6. Therefore Galba said, "Stop the fight and refresh yourselves."
7. Tell the soldiers to⁵ rush out of camp.

288

CHAPTER VI

1. You leave us no⁶ opportunity either of learning what is going on or of collecting our wits.

¹ See 115.² "a place of" — omit.³ "that part which" — study the text — *quaecumque pars* . . . eō.⁴ "on . . . men," express by a clause.⁵ See 147, 148.⁶ Combine the negative with "either" and "or."

2. We entertained the hope of surrounding the enemy.
3. Galba came into the Alps with one purpose, but met a different situation.¹
4. Since the enemy had been defeated, Galba returned to the province.

289 CHAPTERS VII AND VIII

1. Caesar² had every reason to believe that he could start for Illyricum.
2. The cause of the sudden war that broke out near the ocean was as follows:
3. The Veneti kept Caesar's ambassadors with the purpose of getting back their own hostages.
4. All who are in the habit of using the harbors are tributaries of the Veneti.
5. In many respects the Veneti surpassed the Romans.
6. We had rather³ recover our hostages than put up with the slavery of the Romans.
7. They said to Crassus that they would send back the ambassadors, if he would give up their hostages.

290 CHAPTER IX

1. Crassus informed Caesar of all these matters.
2. After many war vessels had been built, Caesar himself came just as soon as possible.
3. We see what a crime we have been guilty of.
4. Since you have thrown ambassadors into chains, get ready for war.

¹ Use *rēs*.

² Cf. text — *cum omnibus . . . existimāret*

³ "we had rather" = we prefer.

5. We are confident that nothing will happen contrary to expectation.

6. The Veneti think they know the shallows in those places where they will carry on¹ war.

7. Let us get together as much grain as possible.

REVIEW OF CHAPTERS I-IX

291. Review thoroughly the meanings of the following words, memorizing principal parts of verbs and declension of nouns and adjectives :

1. <i>pertineō.</i>	21. <i>instō.</i>
2. <i>volō.</i>	22. <i>cōnstō.</i>
3. <i>mālō.</i>	23. <i>colligō.</i>
4. <i>nōlō.</i>	24. <i>reficiō.</i>
5. <i>permittō.</i>	25. <i>potior.</i>
6. <i>patior.</i>	26. <i>occurrō.</i>
7. <i>concēdō.</i>	27. <i>adeō.</i>
8. <i>premō.</i>	28. <i>coōrior.</i>
9. <i>dētrahō.</i>	29. <i>secundus.</i>
10. <i>abstrahō.</i>	30. <i>castellum.</i>
11. <i>sustineō.</i>	31. <i>undique.</i>
12. <i>doleō.</i>	32. <i>ubique.</i>
13. <i>persuādeō.</i>	33. <i>vallis.</i>
14. <i>interclūdō.</i>	34. <i>vāllum.</i>
15. <i>placeō.</i>	35. <i>aliquot.</i>
16. <i>attribuō.</i>	36. <i>cōnsilium capere.</i>
17. <i>antecēdō</i> , with the acc.	37. <i>singillātim.</i>
18. <i>discēdō.</i>	38. <i>frūstrā.</i>
19. <i>excēdō.</i>	39. <i>paucitās.</i>
20. <i>succēdō.</i>	40. <i>satis.</i>

¹ See 94.

41. hiems.	46. portus.
42. concilium.	47. dēfectiō.
43. cōnsilium.	48. dēficiō.
44. sententia.	49. integer.
45. opīniō.	50. incolumis.

292. Review the following principles of syntax :

1. Ablative with *ūtor*, *potior*, etc., 44.
2. The gerundive construction with these verbs.
3. Object clauses with verbs of feeling. Substantive clauses introduced by *quod*.
4. Intransitive verbs used in the passive, 32. 2.
5. *Causā* with genitive of gerund and gerundive, 91, 93, 142. 1, 2.
6. Conditional clauses ; simple supposition of fact, and supposition of something contrary to fact, 121-123.

293. The instructor should form original English sentences employing the words of 291 and the constructions of 292. These sentences may be given to the class for oral or written sight practice.

294

CHAPTERS X AND XI

1. Although there were many difficulties, yet Caesar thought he ought to wage war.
2. If this revolt is overlooked, the Morini will think they may¹ do the same thing.
3. All men ought² to hate slavery.
4. He instructed Labienus to go with the cavalry.

¹ Review carefully 117, 119.

² See 111.

5. Caesar sent Crassus to keep the enemy from¹ uniting.

6. He took care² that aid should not be sent from Aquitania.

295

CHAPTER XII

1. The towns were so situated that there was no access either on foot or by ships.

2. Caesar, therefore, shut off the sea by dikes which³ he made equal to the walls of the town.

3. They can remove their goods on account of their abundance of ships.

4. The tide ebbs twice every twenty-four hours.

296

CHAPTER XIII

1. The ships of the Veneti are flat-bottomed, so as more easily to encounter the shoals.

2. Since they were made wholly of oak they could endure any violence.

3. They thought that linen sails would not withstand such severe gales of wind.

4. Their ships can't be harmed with the ram.

5. They were of such great height that weapons could not easily be thrown to them.

6. Our ships had to fear the rocks and shoals.

297

CHAPTER XIV

1. Caesar decided that he ought not to spend so much labor in vain.

2. It is not clear to me what plan of battle to adopt.

¹ See 150.

² Cf. in the text — quī eam . . . cūret.

³ See 174.

3. The enemy cannot be injured with the towers on account of the height of their ships.

4. The poles that were prepared by our men were very useful.

5. Our soldiers surpass the Veneti in valor.

6. No deed of valor escaped notice, because Caesar had a view of the sea.

298 CHAPTERS XV AND XVI

1. The enemy sought safety in flight, when they noticed our men boarding¹ their ships.

2. The calm was so sudden that we could easily finish the business.

3. We will follow up and capture the ships one by one.

4. Let us collect into one place whatever ships we have anywhere.

5. We have no place to retreat² to.

6. Caesar decided that they must be sold into slavery.

299 CHAPTER XVII

1. While Caesar was³ fighting with the Veneti, many states revolted.

2. When the gates are closed, we will unite with them.

3. Every day the enemy offered Sabinus a chance to fight.

4. We will stay in camp, although we are somewhat criticised.

5. Ought Sabinus to fight when Caesar is absent?

¹ Do not use the participle.

² Cf. in text — quō sē recipere.

³ See 102, 2.

300

CHAPTER XVIII

1. He persuaded a certain man to set forth the fear of the Romans.

2. The Gauls did not know when Sabinus would set out from his camp.

3. We ought not to lose an opportunity of going to the camp.

4. We shall not hasten to the camp until¹ we have taken arms.

5. We have collected fagots to fill the ditch with.

301

CHAPTER XIX

1. The Romans rallied and armed themselves in as little time as possible.

2. When the enemy arrived, all out of breath, Sabinus gave his men the signal which they desired.²

3. As a result³ of the bravery of our men, not even one of the enemy escaped.

4. Sabinus informed Caesar of his victory.

5. The Gauls are quick to surrender.

REVIEW OF CHAPTERS X-XIX

302. Review thoroughly the meanings of the following words, learning the principal parts of verbs and the declension of nouns and adjectives :

1. *dēsum.*

2. *dēficiō.*

3. *careō.*

4. *praesum.*

5. *nōscō.*

6. *distribuō.*

7. *partior.*

8. *pāreō.*

¹ See 156.

² Cf. in the text — *cupientibus signum dat.*

³ Cf. in the text — *factum est . . . ut . . . ferrent.*

9. comparō.	30. polliceor.
10. noceō.	31. pollicitātiō.
11. concidō.	32. ferreus.
12. concidō.	33. similis.
13. cōnsector.	34. alacer.
14. āmittō.	35. ēiusmodi.
15. admittō.	36. admodum.
16. neglegō.	37. clam.
17. licet.	38. facinus.
18. studeō.	39. officium.
19. ōdī (see 106).	40. imprimis.
20. mandō.	41. onus.
21. cūrō.	42. servitūs.
22. trādō.	43. quemadmodum.
23. nāvigātiō.	44. quīdam.
24. classis.	45. quidem.
25. facultās.	46. lateō.
26. opportunitās.	47. perferō.
27. occāsiō.	48. adaequō.
28. tempestās.	49. sūmō.
29. fūnis.	50. contumēlia.

303. Review the following principles of syntax :

1. Dative with compounds of *sum*, 33.
2. Predicate genitive. (Consult grammar.)
3. Place *where, whence, whither*. (Consult grammar.)
4. Gerundive with *cūrō, trādō*, etc. (Consult grammar.)
5. Constructions with *priusquam* and with *postquam*, 152, 154.
6. Concessive clauses, 171.

304. The instructor should form original English sentences employing the words of 302 and the constructions

of 303. These sentences may be given to the class for oral or written sight practice.

305

CHAPTER XX

1. I see that we must fight in the same place where a Roman army has been defeated.
2. A few years ago Manlius lost his baggage, because¹ he did not use ordinary diligence.
3. The Romans were not very strong in cavalry.
4. Place your infantry in the valley in ambush.

306

CHAPTER XXI

1. Let us rely on our bravery, and not turn and flee.
2. What can you do when² you have no general?
3. We perceived that the Aquitanians were skillful³ in working mines.
4. They asked Caesar to do this.

307

CHAPTER XXII

1. We shall enjoy life along with those to whose friendship we have pledged ourselves.
2. If anything happens to you, we shall commit suicide.
3. There is no one who will refuse to die, if⁴ his friend is killed.
4. Although⁵ he was repulsed, yet he fought bravely.

¹ See 89, 173.² "when . . . no"=without.³ See 24.⁴ Do not use *sī*.⁵ See 87.

308

CHAPTER XXIII

1. The town was taken a few days after¹ we arrived
2. Let us ask for help and exchange hostages.
3. Do not think that they have not great skill in Roman customs.
4. We ought not to hesitate² to cut the enemy off from supplies.
5. Do you all entertain the same opinion?

309

CHAPTER XXIV

1. Let us wait to see what plan the enemy will adopt.
2. I think it will not be safe to lead³ out our troops and draw up a double line of battle.
3. We shall attack the Romans while they are retreating.³
4. We must no longer delay encouraging the soldiers.

310

CHAPTER XXV

1. Some hurled weapons, while⁴ others provided stones.
2. We do not put much confidence in you.⁵
3. We announced to Crassus that the enemy were fighting fearlessly.

311

CHAPTER XXVI

1. We urged them to show us what was being done.
2. The horsemen are being led around by a longer route, so that the attention of the enemy may not be fixed on them.⁶

¹ Cf. in text — paucis diēbus quibus. ² See text and note exception to 136, 1.

³ Use the participle.

⁴ Omit.

⁵ See 32.

⁶ Review 65.

3. They demolished the gate before they were seen by the enemy.

4. It is clear that thirty thousand Gauls were killed.

312

CHAPTER XXVIII

1. They are the only ones left whom¹ Caesar has not conquered.

2. I think that Caesar carries on war in a very different manner from the Morini.

3. When we betook ourselves and all our property into the woods, Caesar could not attack us.

4. We lost a few of our men, because² we followed the enemy too far.

313

CHAPTER XXIX

1. Having³ cut down the forest, Caesar piled up the material as a rampart.

2. On account of the rains, the soldiers cannot remain longer in their tents.

3. Caesar will burn their villages and lead his army into winter quarters.

REVIEW OF CHAPTERS XX-XXIX

314. Review thoroughly the meaning of the following words, learning the principal parts of the verbs and the declension of nouns and adjectives :

1. aestimō.

2. existimō.

3. intellegō.

4. adior.

5. committō.

6. ostendō.

7. cupiō.

8. perspiciō.

¹ See 174.

² Review 173.

³ See 85, 89.

- | | |
|-----------------|-----------------------------|
| 9. cōspiciō. | 30. finitimus |
| 10. obsideō. | 31. nōminātim. |
| 11. reperiō. | 32. plūrimum valēre, posse. |
| 12. tollō. | 33. frētus. |
| 13. impetrō. | 34. sine. |
| 14. imperō. | 35. adulēscēntulus. |
| 15. interclūdō. | 36. imber. |
| 16. augeō. | 37. māteria. |
| 17. dēcertō. | 38. pecus. |
| 18. arbitror. | 39. deinceps. |
| 19. supersum. | 40. commodum. |
| 20. dēspērō. | 41. cāsus. |
| 21. repellō. | 42. causa. |
| 22. dēpellō. | 43. adhūc. |
| 23. vetus. | 44. quisquam. |
| 24. praeimium. | 45. quisque. |
| 25. ultrō. | 46. tandem. |
| 26. palūs. | 47. tamen. |
| 27. item. | 48. adsuētus. |
| 28. lātitudō. | 49. perītus. |
| 29. multitudō. | 50. cōnstō. |

315. Review the following principles of syntax:

1. Genitive with adjectives, 24.
2. Ablative of respect, 47.
3. Passive periphrastic and future infinitives, 95, 109.
4. Quō in purpose clauses, 143. 2.
5. Supine to express purpose, 96. 1.
6. Conditions referring to future time, 124, 125.

316. The instructor should form original English sentences employing the words of 314 and the constructions of 315. These sentences may be given to the class for oral or written sight practice.

BOOK IV

317

CHAPTER I

1. In the consulship of Pompey and Crassus, the Germans came into Gaul on account of their being hard pressed by the Suevi.

2. The Suevi used¹ to lead a thousand armed men from each² of the hundred cantons.

3. The former stay at home, while the latter go out to wage war.

4. No one is allowed³ to own land.

5. Freedom of life makes them men of extraordinary power.

318

CHAPTER II

1. We had no buyers⁴ for what we captured in war.

2. The Germans made their pack horses capable of very great labor.

3. It was considered very disgraceful to use wine.

4. Do not allow yourselves to become weakened.

319

CHAPTER III

1. They say that their neighbors are unable to withstand the violence of the Suevi.

2. Merchants resort to the Ubii often.

3. Although the Ubii are Germans, yet they are more civilized than the Suevi.

¹ See 103.

² Cf. in text — ex quibus . . . singula milia, etc.

³ See 32, 2.

⁴ Cf. in text — quibus vëndant.

320

CHAPTER IV

1. The Usipites wandered about in Germany for many years.
2. Having reached the Rhine, the Menapii prevented them from ¹ forcing a passage over the river.
3. Scouts informed the Menapii that the Germans had returned home.
4. At last they came back again and seized many ships.
5. They crossed the Rhine before the Menapii were informed of their arrival.

321

CHAPTER V

1. Caesar fears that the Gauls are desirous of a change of government.
2. The Gauls ask travelers, "From what regions have you come?"
3. You will have to repent of the ² schemes you have entered upon.

322

CHAPTER VI

1. The things we ³ expected would happen have taken place.
2. They invited us to send ambassadors earlier than usual.
3. I think we ought to wage war with the Germans.

323

CHAPTER VII

1. If provoked, we do not refuse to resist our enemies.
2. Write *ī* indirectly ⁴ after *dixerunt*.

¹ See 150.² See 71. 5.³ See 71. 4.⁴ Review carefully 165-169.

3. Resist anybody that makes war on you.
4. Write 3 indirectly ¹ after *dicit*.
5. There is nobody that is a match for the immortal gods.

324 CHAPTERS VIII AND IX

1. Caesar says that, if you cannot defend your own territory, you cannot hold that ² belonging to others.
2. You may ³ ask help of the Ubii.
3. Having reported these things to their people, the ambassadors returned to Caesar.
4. They asked Caesar to wait for their cavalry, so as to cause a delay.

325 CHAPTER X

1. The Meuse approaches the Rhine not more than eighty miles from the ocean.
2. Those who live on the islands subsist on fish and birds' eggs.

326 CHAPTER XI

The Germans did not wish Caesar to advance any farther. Therefore, in order to cause a delay, as Caesar thought, they asked him to give them time to ⁴ send ambassadors among the Ubii. Caesar said, "I will remain here for one day; but to-morrow assemble here in as large numbers as possible." He said to the prefects who were in charge of the cavalry, "Do not provoke the enemy to an engagement."

¹ Review carefully 165-169.

³ See 117, 118.

² "that . . . others" — one Latin word.

⁴ Cf. in text — *ad hās rēs cōficiendās*.

327

CHAPTER XII

The enemy, although our cavalry outnumbered them, made an attack quickly on our men while they had no fear. As was their custom, the Germans leaped to their feet and began to stab our horses underneath. A great many of our men were overthrown, and the rest fled until¹ they came to our van. Among the seventy-four of our men that were killed in this fight was Piso, who was thrown from his horse and killed, while¹ he was rescuing his brother from danger.

328

CHAPTER XIII

After Caesar had learned of this battle, thinking that it was the height of folly to wait until the enemy had time to collect their forces, he decided that he ought not to listen to their ambassadors. Therefore, when a crowd² of Germans came to camp on the next morning to excuse themselves for³ having attacked his cavalry, he thought it a very opportune occurrence,⁴ and retained them all. He led all his troops out of camp and decided to give battle.

REVIEW OF CHAPTERS I–XIII

329. Review the following vocabulary thoroughly, memorizing the principal parts of verbs and the declension of nouns and adjectives:

1. *adsuēfaciō.*2. *cōnsuēscō.*3. *dēsiliō.*4. *tueor.*5. *commūnicō.*6. *trānseō.*¹ Dum, see 156.² "a crowd of Germans"=the Germans in crowds.³ "for having"=because they had.⁴ rēs.

7. prohibeō.	30. metus.
8. alō.	31. timor.
9. incolō.	32. perfidia.
10. vēndō.	33. humilis.
11. fallō.	34. hiems.
12. adhibeō.	35. quotannis.
13. sustineō.	36. cotidiē.
14. revertor.	37. cis.
15. studeō.	38. citrā.
16. serviō.	39. sēdēs.
17. occurrō.	40. cōsīdō.
18. resistō.	41. aliquot.
19. attribuō.	42. pār.
20. concēdō.	43. pars.
21. appropinquō.	44. ōrō.
22. antecēdō.	45. petō.
23. interclūdō.	46. quaerō.
24. obtineō.	47. queror.
25. occupō.	48. cōsiliū { inire.
26. offerō.	capere.
27. vīs.	49. fingō.
28. vestitus.	50. invitō.
29. vestigium.	

330. Review the following principles of syntax:

1. Genitive of possession and genitive of description used in the predicate, 20, 22.
2. Uses of *suus*, *sui*, *sibi*, *sē*, 65, 69.
3. Indirect object used with transitive verbs, with intransitive verbs of special meaning, with compound verbs. How are these verbs used in the passive? 31-33.
4. Indirect statements, commands, questions, 134, 160, 162, 166.

5. Object clauses after verbs of commanding, requesting, urging, etc., 147.

6. Clauses dependent on verbs of swearing and promising.

331. The instructor should form original English sentences employing the words of 329 and the constructions of 330. These sentences may be given to the class for oral or written sight practice.

332

CHAPTER XIV

Caesar arrived at the Germans' camp before there was time to seize arms. They were so alarmed at his sudden arrival that they were perplexed as¹ to whether it would be better to fly in all directions or to resist the Romans. Those who could seize arms defended the camp, but the rest fled and were overtaken by Caesar's cavalry.

333

CHAPTER XV

So many of the Germans were being killed that the rest abandoned everything, rushed out of camp, and fled to the Rhine. There some were killed, and others were overpowered by the force of the river. Although Caesar gave to those who had remained in camp the privilege of departing, they wished to remain with him, owing to their fear² of the Gauls.

334

CHAPTER XVI

Caesar wished to cross the Rhine, so that the Germans might fear for their own interests and be induced to³ re-

¹ "as to" — omit.

² Do not use a noun.

³ Do not use the infinitive.

turn home to defend their own territory. Another reason¹ was that the Sugambri would² not surrender to Caesar the horsemen who had crossed the Meuse. They said to Caesar, "It is not fair that you should claim any power or authority across the Rhine." The Ubii also were being hard pressed by the Suevi, and were urging Caesar not to³ be kept from helping them by his state business. They said that even the friendship of Caesar would be very helpful⁴ to them, now that the Germans had been defeated.

335

CHAPTER XVII

Therefore Caesar decided that he must cross the Rhine. Although the Ubii promised to give⁵ him boats, nevertheless he thought he must build a bridge, since it was not quite safe or consistent with his dignity to carry his army over in ships.

336

CHAPTER XVIII

Ten days after he had decided upon the plan, Caesar led his army across the Rhine. He decided that he must leave a strong garrison at the bridge before he hastened among the Sugambri. These,⁶ at the suggestion of their friends, did not send Caesar hostages, but fled into the woods.

337

CHAPTER XIX

While Caesar was⁷ waiting among the Sugambri, he burned all their villages and buildings. He then learned

¹ Cf. in text — *accessit etiam quod*.

³ Do not use the infinitive.

⁵ Use the future infinitive.

⁷ See 102, 2.

² See 117.

⁴ See 37.

⁶ Use the relative pronoun, see 71, 6.

from the Ubii, whom he promised to help, that the Suevi had found out about the bridge and had gathered themselves and all their property into one place; and that they would wait there, if Caesar decided to fight. Caesar had crossed the Rhine to frighten the Germans, to punish the Sugambri, and to free the Ubii from their enemies. Therefore¹ when he found that these objects had all been accomplished, he decided to retreat into Gaul.

338

CHAPTER XX

Caesar had noticed that the Britons were very useful to the Gauls in war. Therefore, although² a small part of summer remained, he decided that he ought to find out about the kind of people and about the harbors. And so, when he could not³ find out from the merchants what sort⁴ of people they were, or³ how large the harbors were, he decided to set out for Britain in person.⁵

339

CHAPTER XXI

Volusenus was sent forward with a galley, and was commanded to⁶ make a careful investigation. He came back in five days and reported that he had not dared to disembark. In the meantime, while Caesar was collecting ships among the Morini, ambassadors came to him from the island to promise friendship. He urged them to⁶ submit to the power of the Romans, and allowed them to⁶ return home. He ordered Commius, who was very highly⁷ regarded by them, to return to the island with them and to announce his own coming.

¹ quā rē:² See 171.³ neque.⁴ "What sort of" — quālis?⁵ See 74, 1.⁶ See 147.⁷ "was . . . regarded," cf. the text — māgnī habēbātur, and see 29.

340

CHAPTER XXII

The Morini excused themselves for their former deeds on the ground that they were unacquainted with Roman customs. Caesar, therefore, promised to receive them under his protection, and ordered them to give a large number of hostages. He then decided that he ought to start at once with what ships he had, since he feared that the wind in a short time might keep him from ¹ sailing.²

341

CHAPTER XXIII

Since the cavalry were boarding their ships too slowly, Caesar started ahead with a few vessels and reached Britain first. When he perceived that the enemy were drawn up on the hills, and could hurl weapons on his men as they disembarked, he decided that he ought to wait until ³ the rest of the ships could help him. In the meantime he gathered his officers together, and showed them how ⁴ he wished everything carried out.

342

CHAPTER XXIV

When the barbarians learned what Caesar had decided to do, they sent forward their cavalry and charioteers to keep the Romans from disembarking. The Romans, however, were greatly hindered because they had to fight while ⁵ standing in deep water, while ⁵ the enemy could hurl their weapons from dry land.

¹ Cf. in text — *ventō tenēbantur quō minus . . . possent.*

² *solvō.*

³ See 156.

⁴ *quem ad modum.*

⁵ Which of these two ideas may be expressed by the participle?

343

CHAPTER XXV

Caesar, therefore, in order to dislodge the enemy, stationed the galleys on the exposed flank of the barbarians. They were so alarmed at this maneuver¹ that they halted and began to retreat. The standard bearer² of one of the legions then urged his comrades to jump down into the water, if they did not wish to betray the eagle to the barbarians. Hereupon they all jumped from the ships and did their duty to the commonwealth and to their general.

344

CHAPTER XXVI

When the enemy noticed that our men were jumping one³ from one ship, another from another, and that they could not get a firm footing, they surrounded them one by one, and threw them into great confusion. But as soon as Caesar filled the skiffs with soldiers and sent them to help his men, the enemy fled and the Romans were able to stand on dry land. Caesar could not pursue them on account of the lack⁴ of cavalry.

REVIEW OF CHAPTERS XIV-XXVI

345. Review the following vocabulary thoroughly, memorizing the principal parts of verbs and the declension of nouns and adjectives:

1. *irrupō.*2. *immittō.*3. *expōnō.*4. *solvō.*5. *agō*, several meanings.6. *praestō.*¹ *rēs.*² See 71, 7.³ Cf. in text, *alius aliā ex nāvī.*⁴ Do not use a noun. Express the whole idea by a clause.

7. opprimō.	29. attingō.
8. pereō.	30. obsidiō.
9. discēdō.	31. litus.
10. distribuō.	32. mōtus.
11. audeō.	33. bīni.
12. cōnfidō.	34. exiguitās.
13. intersum.	35. exiguus.
14. dēsum.	36. onerārius.
15. praesum.	37. onus.
16. praefficiō.	38. nāvis longa.
17. nītor.	39. insuēfactus.
18. prōdō.	40. imperitus.
19. contendō.	41. idōneus.
20. coepī. How is pass. used?	42. adversus, adj. and adv.
21. rescindō.	43. incolumis.
22. succidō.	44. quisquam.
23. incendō.	45. quisque.
24. perspicidō.	46. opīniō.
25. adeō.	47. sententia.
26. ulcīscor.	48. ratiō.
27. comperiō.	49. nēquāquam.
28. reperiō.	50. latus.

346. Review the following principles of syntax:

1. Dative with compounds of *sum*.
2. Translations of the ablative absolute.
3. Constructions with *cum* as temporal, causal, and concessive conjunction, 153, 171, 173. 2.
4. Constructions with *postquam*, *ubi*, *ut*, etc., 152.
5. Constructions with *priusquam* and *antequam*, 154.
6. Simple conditions referring to present and past time, and conditions referring to future time in indirect discourse, 126, 169.

347. The instructor should form original English sentences employing the words of 345 and the constructions of 346. These sentences may be given to the class for oral or written sight practice.

348

CHAPTER XXVII

As soon as the battle was over, the Britons came to seek peace. Caesar complained because they had arrested Commius, whom he had sent to them as an envoy, but, at their request,¹ he said he would pardon their action. When Caesar ordered² them to give hostages, they replied, "We will give part of them at once, but the rest we shall have to summon from distant places."

349

CHAPTER XXVIII

Two days after the battle was fought, the ships that had taken the cavalry on board approached Britain, and, just as³ they were visible from the shore, they were driven back by a storm, some to the place from which they had started and others to the westward. The latter cast anchor, but were filling with water and of necessity made for Gaul.

350

CHAPTER XXIX

Caesar did not know that the full moon causes very high tides, and so he had drawn up the galleys on the beach, and had anchored the transport ships. The next day he found that the former were filled with water, and that the latter were being dashed about by the storm. All the soldiers, therefore, were greatly alarmed, fearing that they could not return to Gaul, unless the ships were repaired.

¹ Use ablative absolute.

² Use imperō.

³ "just as" = when.

351

CHAPTER XXX

When the Britons came to Caesar after the battle, they noticed how contracted the camp was, and perceived the confusion of the Roman army on account of the loss of their ships. They therefore felt confident that, if they should rebel¹ and prolong¹ the matter until winter, they could cut Caesar off from supplies and thus frighten² any one from crossing to Britain again.

352

CHAPTER XXXI

Caesar, suspecting³ from the fact that the Britons were conferring⁴ together that they were about to adopt some new plan, sent some of his men into the fields for grain, and ordered others to repair the ships. The soldiers carried out his plans with such zeal that he was ready for every emergency.

353

CHAPTER XXXII

While the seventh legion was foraging, with⁵ no suspicion of an attack, it was reported to Caesar that those who were on guard had seen a cloud⁶ of dust in that direction where the legion had proceeded. Suspecting that the enemy were attacking his men, he left a guard at the camp and went at once to help his soldiers. He found the Romans in confusion, because they had been surrounded while engaged in reaping the grain.

¹ Use ablative absolute.

² *dēterreō*.

³ What tense of the participle? See 84.

⁴ "conferring together," cf. *inter sē conlocūtī*, Chapter 30.

⁵ "with . . . attack" — use ablative absolute.

⁶ Express this idea by an adjective.

354

CHAPTER XXXIII

Caesar saw how the Britons fought from their chariots. They would¹ ride about in all directions and try to frighten the enemy. Then they would station the chariots a little distance from the battle and fight on foot, so that they might retreat to them easily, should there be any need. They accomplished so much by their daily practice that they displayed in battle the speed of cavalry and the steadiness of infantry.

355

CHAPTER XXXIV

Although the Romans recovered from fear at the arrival of help, yet Caesar thought he ought to lead his men back to camp without² any loss of time. Meanwhile the storms that followed kept the enemy from attacking Caesar. But, after sending messengers in every direction to tell their people how few soldiers the Romans had, the Britons gathered a large number of troops to attack Caesar's camp.

356

CHAPTERS XXXV AND XXXVI

When Caesar had obtained a few horsemen with which to pursue the enemy, he decided that it was best to draw up a line of battle. Just³ as Caesar expected, the Britons soon fled, and many of them were killed by the horsemen. At the conclusion of the battle, the Britons sent ambassadors to Caesar to say that they would do whatever he ordered. When the weather was favorable, he set sail and arrived at Gaul safely in a short time.

¹ See 103, 1.

² "without . . . time" — use the ablative absolute.

³ "Just as . . . expected" = as Caesar thought it would be.

357

CHAPTER XXXVII

Caesar thought that the Morini were subdued, but they attacked about three hundred of his soldiers while they were hurrying into camp, and ordered them to lay down their arms. The Romans refused¹ to do this, and defended themselves for several hours until Caesar sent all the cavalry to help them. Then the Morini fled.

358

CHAPTER XXXVIII

Caesar sent Labienus to bring the Morini under his power. He did this² very easily, because the Morini had no place to³ use as a refuge. After Titurius and Cotta had laid waste the fields of the Menapii, Caesar led his legions back into winter quarters.

REVIEW OF CHAPTERS XXVII-XXXVIII

359. Review thoroughly the following vocabulary, memorizing the principal parts of verbs and the declension of nouns and adjectives:

1. affligō.	9. accidō.
2. ēgredior.	10. occidō.
3. dēferō.	11. dēligō.
4. comprehendō.	12. conloquor.
5. ignōscō.	13. prohibeō.
6. tollō.	14. āmittō.
7. coōrior.	15. ventitō.
8. compleō.	16. laccessō.

¹ "refused to do" = they denied that they would do.

² Use the relative. What position must it have?

³ See 174.

17. nancīscor.	34. commodē.
18. nāscor.	35. cōnfertus.
19. cōnsistō.	36. genus.
20. cōstituō.	37. aliēnus.
21. subiciō.	38. tempestās.
22. animadvertō.	39. etsī.
23. complūrēs.	40. tergum.
24. aes.	41. continēns.
25. praeda.	42. nōlō.
26. peditātus.	43. vulnus.
27. orbis.	44. cōnspectus.
28. infrā.	45. rebellīō.
29. cōnfestim.	46. ferē.
30. lēnis.	47. abdō.
31. unde.	48. praeceps.
32. inde.	49. plērumque.
33. clam.	50. ēripiō.

360. Review the following principles of syntax :

1. Place *where, whence, whither*.
2. Time *when, within which, during which*, 51, 16.
3. Dative of service ; translations of an appositive, 36. 3.
4. Ways of expressing purpose, 142, 143.
5. Active and passive periphrastic, 94, 95.
6. *Cūrō, trādō, dō* with the gerundive.
7. Unreal conditions in indirect discourse, 169. 4, 5.

361. The instructor should form original English sentences employing the words of 359 and the constructions of 360. These sentences may be given to the class for oral or written sight practice.

ENGLISH-LATIN VOCABULARY

NOTE. — Words in SMALL CAPITALS are synonyms of the first word given.

A

abandon, *relinquō, ere, liqui, lictus*,
LEAVE BEHIND; *abiciō, icere, iēcī,*
iectus, THROW FROM, OR AWAY.

ability, *ingenium, ī, n.*

able, am able, *possum, posse, potuī.*

about, around, *circum*, prep. w. acc.;
about, *circiter*, adv., used w. numer-
als; about, concerning, *dē* w. abl.

absent, *absēns*, gen. *absentis*.

accept, *accipiō, cipere, cēpi, ceptus*.

accomplish, *cōficiō, ere, fēcī, fectus*.

accord, his own accord, *suā sponte*.

account, on account of, *propter, ob*,
preps. w. acc.

accuse, *accūsō, āre, āvī, ātus*.

accustomed, be accustomed, *soleō,*
ēre, solitus sum; cōsuēsco, ere,
suēvī, suētus.

acknowledge, *cōfiteor, ērī, cōfessus*
sum.

across, *trāns*, prep. w. acc.

adopt, *īnsistō, ere, stitī, —; capiō, ere,*
cēpi, captus; īnstituō, ere, stitui,
stitutus. See use.

advance, *prōgredior, gredī, gressus*
sum.

advise, *moneō, ēre, uī, itus; suādeō,*
ēre, suāsī, suāsum.

Aedui, *Aeduī, ōrum*, m. pl.

affair, *rēs, rei*, f.

afraid, be afraid of, *timeō, ēre, uī. —*
See fear.

after, *postquam*, conj.

against, *in, contrā*, preps. w. acc.

aid, *auxilium, ī, n.; iuvō, āre, iuvī,*
iūtum.

alarm, *commoveō, ēre, mōvī, mōtus*.

Alexander, *Alexander, drī*, m.

alive, be alive, be living, *vīvō, ere,*
vīxī, vīctus.

all, *omnis, e*, EVERY, THE WHOLE,
ENTIRE, pl., ALL (persons), ALL
(things); *tōtus, a, um*, ALL THE, THE
WHOLE, ENTIRE, TOTAL; *ūniversus,*
a, um, ALL (taken together),
WHOLE, ENTIRE, UNIVERSAL; *cūncti,*
ae, a, ALL (united in a body), ALL
TOGETHER.

allow, *patior, ī, passus sum; licet, ēre,*
licuit or *licitum est*, used imperson-
ally.

ally, *socius, ī, m.*

almost, *prope*, adv.

alone, *sōlus, a, um*.

already, *iam*, adv.

also, *et, etiam*.

although, *quamquam, quamvis, cum,*
conj. See 171. 87. 6.

always, *semper*, adv.

am, *sum, esse, fui, futurus*.

ambassador, *lēgātus, ī, m.*

among, *inter*, prep. w. acc.; *in*, prep.
w. abl. and acc.

ancestors, *māiōrēs, um*, m. pl.

and, *et, -que, ac* or *atque*, conj. See 82.

angry, be angry with, *irāscor, ī, irā-*
tus sum, w. dat.

announce, *nūntiō, āre, āvī, ātus*.
 another, *alius, a, ud.* [sum.
 answer, *respondeō, ēre, spondī, spōn-*
 any, anybody, any one, anything, *al-*
quis; in a negative sentence, *ullus*;
 after *sī, nisi, nē*, and *num, quis*.
 apologize, *satisfaciō, ere, fēcī, factus*.
 approach, *appropinquō, āre, āvī, ātus*,
 COME NEAR TO, DRAW NIGH, w.
 dat.; *adeō, adire, adivī* or *adii*,
aditus, GO TO, VISIT, w. acc.
 arise, *coōrior, iri, ortus sum*.
 arm one's self, passive of *armō, āre*,
āvī, ātus; *arma capiō, ere, cēpī*,
captus.
 arms, *arma, ōrum, n. pl.*
 army, *exercitus, ūs, m.*
 around, about, *circum*, w. acc.
 arrest, *comprehendō, ere,prehendī*,
prehensus.
 arrival, *adventus, ūs, m.*
 arrive, *pervenio, ire, vēnī, ventum*.
 as much . . . as, *tantus . . . quan-*
tus, a, um; tam . . . quam.
 as soon as, *simul ac (atque); cum*
primum.
 as soon as possible, *quam primum*,
 adv.
 ashamed, something causes one to be
 ashamed, *pudet, pudēre, puduit*, or
puditum est. See 27.
 ask, *rogō, āre, āvī, ātus*; ask advice
 of, *cōsulō, ere, cōsului, cōsultus*,
 w. acc.; ask for, demand, *postulō*,
āre, āvī, ātus, w. acc.; *quaerō, ere*,
sivī, situs; poscō, petō. See 15.
 Aspasia, *Aspasia, ae, f.*
 assault, make an assault, *signa inferō*,
inferre, intulī, illātus; to make an
 assault on the enemy, *in hostis signa*
inferre.

assemble, *conveniō, ire, vēnī, ventum*
 at all, *omnino*, adv.
 at the house of, *apud*, prep. w. acc.
 Athenians, *Athēniēnsēs, ium, m. pl.*
 Athens, *Athēnae, ārum, f. pl.*
 attack, *impetum faciō, facere, fēcī*,
factus; *ingredior, ingredi, ingres-*
sus sum; to attack the enemy, *in*
hostis impetum facere.
 attempt, *cōnor, āri, ātus sum*.
 avoid, *vītō, āre, āvī, ātus*.

B

band, company, *manus, ūs, f.*
 battle, *proelium, ī, n.*; *pūgna, ae, f.*
 be born, descended, *nāscor, ī, nātus*
sum.
 be without, be deprived of, *careō, ēre*,
ui, itūrus.
 bear, *ferō, ferre, tulī, lātus*; bear
 with, *perfero, ferre, tulī, lātus*.
 because, *quod, quia, quoniam*, conjs.
 See 173.
 become, be made, *fiō, fieri, factus sum*.
 before, *ante*, prep. w. acc.; *antequam*,
priusquam, conjs.; the night before,
superiore nocte.
 beg, beg for, *orō, āre, āvī, ātus; petō*,
ere, ivī or *ii, itus*.
 began, *coepī* or *coeptus sum, coepisse*,
 defective verb; *coeptus sum* is only
 used with passive infinitives.
 begin, *incipiō, cipere, cēpī, ceptus*; be-
 gin a battle, *proelium committō, ere*,
missi, missus.
 behalf, in behalf of, *pro*, w. abl.
 Belgians, *Belgae, ārum, m. pl.*
 believe, *crēdō, ere, crēdidī, crēditūrus*.
 besiege, *oppugnō, āre, āvī, ātus*.
 betake one's self, *sē cōferre; cōn-*
ferō, cōferre, contulī, collātus.

betray, *prōdō, ere, didī, ditus*.
bid (at an auction), *liceor, licēri, licitus sum*.
bind, *vinciō, ire, vinxī, vinctus*.
blame, *culpō, āre, āvī, ātus*.
blood, *sanguis, sanguinis, m*.
board, *board ship, trāscendō, ere, dī, scēnsūrus, in nāvem*.
boat, *linter, lintris, f. ; nāvis, is, f*.
body, *corpus, corporis, n*.
boldness, *audācia, ae, f*.
born, *be born, nāscor, ī, nātus sum*.
book, *liber, librī, m*.
both . . . and, *et . . . et*.
bound, *be bounded, pass. of contineō, ēre, uī, tentus*.
boy, *puer, ī, m*.
brave, *fortis, e ; audāx, ācis*.
bravely, *fortiter, audācter, advs.*
bravery, *virtūs, ūtis, f*.
bridge, *pōns, pontis, m*.
brother, *frāter, frātris, m*.
building, *tēcta, ōrum, n. ; aedificium, ī, n*.
burn, *burn up, combūrō, ūrere, ūssī, ūstus ; burn alive, ignī cremō, ī*.
business, *negōtium, ī, n*.
but, *sed, autem ; but if, sīn, conjs.*
buy, *emō, ere, ēmī, ēemptus*.
by, *ā, ab, prep. w. abl.*

C

Caesar, *Caesar, aris, m*.
call, *appellō, āre, āvī, ātus, ADDRESS, CALL BY NAME, ENTITLE ; nōminō, āre, āvī, ātus, NAME, CALL by name ; convocō, āre, āvī, ātus, SUMMON, CALL together*.
camp, *castra, ōrum, n. pl*.
can, *possum, posse, potuī ; can not but, facere nōn possum quīn, w. subj.*

capture, *capiō, capere, cēpī, captus*.
care, *cūra, ae, f*.
care for, *prōvideō, ēre, vīdī, vīsus, w. dat.*
carefully, *diligenter, adv.*
Catiline, *Catilīna, ae, m*.
cattle, *pecus, oris, n*.
cause, *causa, ae, f*.
cavalry, *equitātus, ūs, m. ; equitēs, itum, m. (pl.)*.
cease, *dēsīnō, ere, (sīvī) or īī, situs*.
certainly, *certē, adv.*
children, *liberī, ōrum, m. pl*.
choose, *dēligō, ere, lēgī, lēctus*.
Cicero, *Cicerō, ōnis, m*.
citizen, *cīvis, is, m. and f*.
city, *urbs, urbis, f*.
collect, *colligō, ligere, lēgī, lēctus*.
come, *veniō, ire, vēnī, ventum*.
command, *imperō, āre, āvī, ātus, w. dat. ; iubeō, ēre, iussī, iussus ; be in command of, praesum, esse, fuī*.
commander, *imperātor, ōris, m*.
companion, *ally, socius, ī, m. ; comes, itis, m. and f*.
compare, *comparō, āre, āvī, ātus*.
compel, *cōgō, ere, cōgē, cōactus ; compellō, ere, pulī, pulsus*.
complain, *complain of, queror, ī, questus sum*.
conceal, *cēlō, āre, āvī, ātus*.
conquer, *vincō, ere, vīcī, victus*.
conspiracy, *coniūrātiō, ōnis, f*.
conspirators, *coniūrātī, ōrum, m. pl*.
consul, *cōsul, ulis, m*.
consult, *cōsulō, ere, cōsulū, cōsultus, w. acc. ; w. dat., consult for, consult the interests of*.
contain. See **hold**.
control, *imperium, ī, n*.
converse, *colloquor, loquī, locūtus sum*.
convince. See **persuade**.

Corinth, *Corinthus*, *ī*, f.
country, *terra*, *ae*, f., LAND, EARTH, COUNTRY; *patria*, *ae*, f., NATIVE COUNTRY, FATHERLAND; *rūs*, *rūris*, n., COUNTRY as opposed to city; into the country, *rūs*; in the country, *rūrī*.

courage, bravery, *virtūs*, *ūtis*, f.; *audācia*, *ae*, f.

covetous, *avidus*, *a*, um.

cowardly, *ignāvus*, *a*, um.

Crassus, *Crassus*, *ī*, m.

crime, *scelus*, *eris*, n.

critical point, crisis, *discrīmen*, *inis*, n.

cross, *trānseō*, *īre*, *īvī* or *iī*, *itus*.

cruel, *crūdēlis*, *e*.

D

danger, *perīculum*, *ī*, n.

dare, *audeō*, *ēre*, *ausus sum*.

day, *diēs*, *ēī*, m. and f.; to-day, *hodiē*; yesterday, *hesternō diē*.

dear, *cārus*, *a*, um.

death, *mors*, *mortis*, f.; put to death, *necō*, *āre*, *āvī*, *ātus*.

decree, *dēcernō*, *ere*, *crēvī*, *crētus*; decree of the senate, *senātus cōsultum*, *ī*, n.

deed, *factum*, *ī*, n.

deep, *altus*, *a*, um.

defeat, conquer, *vincō*, *ere*, *vīcī*, *victus*.

defend, *dēfendō*, *ere*, *fendī*, *fēnsus*.

defendant, *reus*, *ī*, m.

delay, *moror*, *ārī*, *ātus sum*.

deliberate, *dēliberō*, *āre*, *āvī*, *ātus*.

demand, *postulō*, *āre*, *āvī*, *ātus*. See 15.

democrats, *populārēs*, *ium*, m.

denies, says not, *negō*, *āre*, *āvī*, *ātus*.

depart, *discēdō*, *ere*, *cessī*, *cessum*; *dēcēdō*, *ere*, *cessī*, *cessum*.

deprive, *ēripīō*, *ripere*, *ripuī*, *reptus*; *prīvō*, *āre*, *āvī*, *ātus*; be deprived of, lack, *careō*, *ēre*, *uī*, *itūrus*. See 39.

depth, *altitūdō*, *inis*, f.

desert, abandon, forsake, *dēserō*, *serere*, *seruī*, *sertus*. See abandon.

desire, *volō*, *velle*, *voluī*.

destroy, *dēlēō*, *ēre*, *ēvī*, *ētus*.

destruction, *exitium*, *ī*, n., A GOING OUT, GOING TO NOUGHT, RUIN; *interitus*, *ūs*, m., A GOING AMONG things so as to be no longer seen, BECOMING LOST, GOING TO RUIN; *perniciēs*, *ēī*, f., KILLING UTTERLY, SLAUGHTER, OVERTHROW, DESTRUCTION; *interneciō*, *ōnis*, f., destruction, ANNIHILATION.

determine, *cōstituō*, *ere*, *uī*, *ūtus*.

devastate, *vāstō*, *āre*, *āvī*, *ātus*.

die, *morior*, *morī*, *mortuus sum*.

differ, *differō*, *differre*, *distulī*, *dilātus*.

difficult, *difficilis*, *e*.

diligently, *diligenter*, adv.

diminish, *dēminuō*, *ere*, *dēminuī*, *dēminūtus*.

direction, *pars*, *partis*, f.

disaster, *calamitās*, *ātis*, f.

disclose. See expose.

disregard, neglect (advice), *omittō*, *mittere*, *mīsī*, *missus*.

district, territory, field, *ager*, *agrī*, m.

do, *faciō*, *facere*, *fēcī*, *factus*.

doubt, *dubitō*, *āre*, *āvī*, *ātus*; there is no doubt that, *nōn est dubium quīn*, w. subj.

doubtful, *dubius*, *a*, um.

drive away, *dēpellō*, *ere*, *dēpulī*, *dēpulsus*; drive out, *expellō*, *ere*, *expulī*, *expulsus*; *ēiciō*, *ere*, *ēēcī*, *ēiectus*.

duty, *officium*, *ī*, n.

dwell, dwell in, *incolō*, *ere*, *coluī*,
cultus; *habitō*, *ī*.

dwelling, *domicilium*, *ī*, n.

E

each, *quisque*.

each other. See 68.

eagerly, *cupidē*, adv.

earth, *orbis terrarum*, *orbis terrae*;
orbis, *is*, m.

easily, *facile*, adv.

easy, *facilis*, *e*, adj.

either . . . or, *aut . . . aut*, *vel . . . vel*.

elect, *creō*, *āre*, *āvī*, *ātus*.

embassy, *lēgatiō*, *ōnis*, f.

emigrate = go out from territory.

enable, *efficiō*, *ere*, *fēcī*, *fectus*.

encourage, *cohortor*, *ārī*, *ātus sum*,

EXHORT, ANIMATE, ADMONISH;
cōsōlor, *ārī*, *ātus sum*, COMFORT
GREATLY, CHEER.

end, *finis*, *is*, m.

enemy, *hostis*, *is*. m. and f., AN EN-
EMY OF ONE'S COUNTRY, *inimicus*, *ī*,
m., A PERSONAL ENEMY.

engage. See fight.

enjoy, *fruor*, *frui*, *fructus sum*; en-
joy, use, *utor*, *uti*, *usus*. See 44.

enjoyment, *fructus*, *ūs*, m.

enough, *satis*.

especially, *praesertim*, adv.

establish, *cōstituō*, *ere*, *uī*, *ūtus*.

Europe, *Eurōpa*, *ae*, f.

even if, *etiam sī*.

ever, *semper*, ALWAYS; *umquam* (*un-
quam*), AT ANY TIME.

every, each, *quisque*; every one, *quis-
que*, *quaeque*, *quodque* (*quicque*,
quidque).

evidence, *indiciū*, *ī*, n.

except, *praeter*, prep. w. acc.

exchange, *dō*, *dare*, *dedī*, *datus* (with
inter and reflex. pronoun).

execute, perform, *ministrō*, *āre*, *āvī*,
ātus.

exhort, *cohortor*, *ārī*, *ātus sum*.

exile, *exsilium*, *ī*, n.

expect, hope for, *spērō*, *āre*, *āvī*, *ātus*.

expose, bring to light, *patefaciō*, *ere*,
fēcī, *factus*; expose (to danger),
offerō, *offerre*, *oblūtī*, *oblātus*.

eye, *oculus*, *ī*, m.

F

fact, *rēs*, *reī*, f.

faithful, *fidēlis*, *e*.

fair, *pulcher*, *pulchra*, *pulchrum*.

fame, *glōria*, *ae*, f.

family (i.e. stock), *genus*, *eris*, n.;
gēns, *ntis*, f.

famous, *clārus*, *a*, *um*.

far, *longē*, adv.

farmer, *agricola*, *ae*, m.

father, *pater*, *patris*, m.

fault, *culpa*, *ae*, f.

fear, *timor*, *ōris*, m.; *metus*, *ūs*, m.;
to fear, *vereor*, *ērī*, *itus sum*; *timeō*,
ēre, *uī*; *metuō*, *ere*, *metuī*, (*metūtus*).

feel thankful, *grātiā habeo*, *ēre*, *uī*,
itus.

fellow = man, sometimes by *ille*.

fellow-citizen, *civis*, *is*, m.

fertile, *opimus*, *a*, *um*; *fertilis*, *e*.

few, *paucī*, *ae*, *a*.

field, *ager*, *agrī*, m.; in the field, *mili-
tiae* (loc. case).

fifteen, *quīndecim*, indecl.

fifty, *quīnquāgintā*, indecl.

fight, *pugnō*, *āre*, *āvī*, *atum*, used im-
personally in the passive; e.g. *pūg-
nātur*, it is fought, they fight.

find, *inveniō, ire, vēnī, ventus*, COME UPON, DISCOVER; *reperiō, ire, reperi* and *repperi, repertus*, MEET WITH, FIND OUT; *cōgnōscō, ere, cōgnōvī, cōgnitus*, BECOME ACQUAINTED WITH, LEARN, KNOW.

finish, *cōnficiō, ficere, fēcī, factus*.

first, *prīmus, a, um*.

fit, fitted, *aptus, a, um*; *idōneus, a, um*.

five, *quīque*, indecl.

flee, *fugiō, fugere, fūgī, fugitūrus*; *terga vertō, ere, vertī, versus*.

fleet, *classis, is, f*.

flight, *fuga, ae, f*; put to flight, *in fugam dō, dare, dedī, datus*; *fugō, āre, āvī, ātus*.

flow, *fluō, ere, fluxī, fluxus*.

follow, follow close after, *subsequor, ī, secūtus sum*.

following, *posterus, a, um*. See 59. 3.

foolish, stupid, *āmēns, gen. āmentis*; *stultus, a, um*.

foot, *pēs, pedis, m*.

for, *prō*, prep. w. abl.; *nam*, conj.; for a long time, now for a long time, *iam diū, iam dūdum*. See 102. 3; 103. 2.

for the future, *in reliquum tempus*.

for the most part, *māximam partem*.

for the sake of, *causā*, abl. and placed after its limiting gen.

force, *vīs, (vis), f*; force, band, *manus, ūs, f*; forces, troops, *cōpiāe, ārum, f. pl*.

foresight, *prūdētia, ae, f*.

forest, *silva, ae, f*.

forget, *oblīvīscor, ī, oblītus sum*.

form, make, *faciō, facere, fēcī, factus*; form, draw up, *instruō, ere, strūxī, strūctus*.

former, *ille*.

fortifications, *moenia, ium, n*.

fortify, *mūniō, ire, īvī, itus*.

found, build (a city), *condō, ere, condidī, conditus*.

four, *quattuor*, indecl.

free, set free, *liberō, āre, āvī, ātus*; free, *liber, libera, liberum*.

friend, *amīcus, ī, m*.

frighten thoroughly, *perterreō, ēre, uī, itus*.

from, out of, *ē, ex*, prep. w. abl.; from, away from, from near, *ā, ab, abs*, prep. w. abl.; *dē*, down from.

front, first, *prīmus, a, um*.

full, *plēnus, a, um*.

G

gate, *porta, ae, f*.

gather, come together, *conveniō, ire, vēnī, ventum*.

Gaul, *Gallia, ae, f*.

Gauls, *Gallī, ōrum, m. pl*.

general, *imperātor, ōris, m*; *dux, ducis, m. and f*.

German, *Germānus, a, um*.

Germans, *Germānī, ōrum, m. pl*.

Germany, *Germānia, ae, f*.

get a firm footing, *fīrmiter īnsistō, ere, stitī, —*.

get possession of, *potior, potiri, potītus sum*.

get together. See collect.

gift, *dōnum, ī, n*.

girl, *puella, ae, f*.

give, *dō, dare, dedī, datus*; give back, *reddō, ere, reddidī, redditus*; give up, *abiciō, icere, iēcī, iectus*; give up, desist from, *dēsistō, sistere, stitī, stitum*.

glad, *laetus, a, um*.

glory, *glōria*, *ae*, *f*.
 go, *eō*, *īre*, *ivī* or *īi*, *itum*; go back,
redeō, *redire*, *rediī*, *reditus*; go to,
 visit, *adeō*, *adire*, *adivī* or *adiī*, *aditus*.
 god, *deus*, *dei*, *m*.
 good, *bonus*, *a*, *um*.
 government, *imperium*; *i*, *n*.
 grain, *frūmentum*, *i*, *n*.
 grant, *dō*, *dare*, *dedī*, *datus*.
 great, *māgnus*, *a*, *um*; how great,
quantus, *a*, *um*.
 greedy, *avidus*, *a*, *um*; *cupidus*, *a*, *um*.

H

handwriting, *manus*, *ūs*, *f*.
 happens, it happens, comes to pass,
 the result is, *accidit*, *isse*; *contingit*,
contigisse, *contigit*; *fit*, *fieri*, *factum*
est; these verbs are often used with
 a substantive clause as subject.
 happy, *beātus*, *a*, *um*.
 harass, *laccessō*, *cessere*, *cessivī* or *īi*,
cessitus.
 hardly, *vix*, *adv*.
 harm, *detrimentum*, *i*, *n*.
 hasten, make haste, *mātūrō*, *āre*, *āvī*,
ātus.
 hate, *odī*, *odisse*, *ōsūrus*, *perf*. with
pres. meaning.
 haul, draw, *dūcō*, *dūcere*, *dūxī*, *ductus*;
trahō, *ere*, *trāxī*, *trāctus*.
 have, *habeō*, *ēre*, *uī*, *itus*.
 he, she, it, *is*, *ea*, *id*.
 hear, *audiō*, *īre*, *ivī*, *itus*.
 height, depth, *altitūdō*, *inīs*, *f*.
 help, *succurrō*, *ere*, *succurrī*, *succur-*
sum; *iuvō*, *āre*, *iuvī*, *iūtum*.
 here, *hīc*, *adv*.; to be here, *adsum*.
 hesitate, *dubitō*, *āre*, *āvī*, *ātus*.
 high, deep, *altus*, *a*, *um*.
 highest, *summus*, *a*, *um*.

hill, *collis*, *is*, *m*.
 himself, herself, itself. See 66.
 hinder, *impediō*, *īre*, *ivī*, *itus*,
 ENTANGLE, EMBARRASS, HINDER;
reprimō, *ere*, *pressī*, *pressus*, PRESS
 BACK, KEEP BACK, RESTRAIN, HIN-
 DER.
 hindrance, *impedimentum*, *i*, *n*.
 his, her, its, *suus*, *a*, *um*, when refer-
 ring to the same person or thing as
 the subject of its sentence, other-
 wise *eius*. See 67.
 hitherto, *adhūc*, *adv*.
 hold, *teneō*, *ēre*, *uī*, *tentus*.
 home, homeward, *domum*; at home,
domī.
 hope, *spēs*, *spēi*, *f*.; to hope, *spērō*,
āre, *āvī*, *ātus*.
 horse, *equus*, *i*, *m*.
 hostage, *obses*, *obsidis*, *m*. and *f*.
 hour, *hōra*, *ae*, *f*.
 house, *domus*, *i* (*ūs*), *f*., the generic
 word; *tectum*, *i*, *n*., that which
 covers, THE ROOF, by metonymy,
 HOUSE; at the house of, *apud* and
ad, *preps*. w. *acc*.
 how great, *quantus*, *a*, *um*.
 how many, *quot*, *indecl*. *adj*.; *quam*
multī, *ae*, *a*.
 hundred, *centum*, *indecl*.
 hurl, *coniciō*, *icere*, *iēcī*, *iectus*.

I

I, *ego*. See 64.
 if, *sī*, *conj*.; if only, *modo*, *dum*, *dum*
modo, *conj*s.
 ignorant, *ignārus*, *a*, *um*.
 illustrious, *clārus*, *a*, *um*.
 implore, invoke, call upon, *vocō*, *āre*,
āvī, *ātus*.
 important. See 29.

in, *in*, prep. w. abl.

in the vicinity of, *ad*, prep. w. acc.

inactivity, *inertia*, *ae*, *f*.

incite, *inflammō*, *āre*, *āvī*, *ātus*.

indeed, at least, *quidem*, adv.; placed immediately after the emphatic word.

infantry, *peditēs*, *um*, *m*. pl.; *peditātus*, *ūs*, *m*.

inflict punishment, *supplicium sūmō*, *ere*, *sūmpsī*, *sūmptus*; to inflict punishment on a soldier, *dē milite supplicium sūmere*; *inferō*, *ferre*, *tulī*, *illātus*.

influence, *auctoritās*, *ātis*, *f*.; have influence, exert influence, *valeō*, *ēre*, *uī*, *itūrus*.

inform any one, *aliquem certiorem faciō*, *facere*, *fēcī*, *factus*; be informed, *certior fiō*, *fieri*, *factus sum*.

inhabitant, *incola*, *ae*, *m*.

injure, harm, *noceō*, *ēre*, *uī*, *itūrus*.

inquire, *quaerō*, *ere*, *quaesīvī*, *quaesītus*.

intend, *esse in animō*, and dat.

intercessor, *dēprecātor*, *ōris*, *m*.

interest, *intersum*, *esse*, *fuī*, *futūrus*, used impersonally. See 28.

interview, conference, *colloquium*, *i*, *n*.

into, *in*, prep. w. acc.

invade, *ingredior*, *i*, *ingressus sum*.

invite, send for, *arcessō*, *ere*, *arcessīvī*, *arcessītus*; *invitō*, *āre*, *āvī*, *ātus*.

island, *insula*, *ae*, *f*.

it, *is*, *ea*, *id*.

Italy, *Italia*, *ae*, *f*.

J

join battle, *proelium committō*, *ere*, *mīsī*, *missus*; join together, unite, *coniungō*, *ere*, *iūnxī*, *iūnctus*.

journey, *iter*, *itineris*, *n*.; to journey, *iter faciō*, *facere*, *fēcī*, *factus*.

judge, *iūdex*, *iūdicis*, *m*.; *iūdicō*, *āre*, *āvī*, *ātus*.

just, *aequus*, *a*, *um*.

justice, *aequitās*, *ātis*, *f*.

justly, *iūre*, abl. of manner.

K

keep, hold, *habeō*, *ēre*, *uī*, *itus*; keep, restrain, *contineō*, *ēre*, *uī*, *tentus*.

kill, *interficiō*, *ficere*, *fēcī*, *fectus*.

king, *rēx*, *rēgis*, *m*.

know, know how, *sciō*, *scīre*, *scīvī*, *scītus*; *nōscō*, *ere*, *nōvī*, *nōtus*. See 106; not know, *nesciō*, *īre*, *ivī*, —.

L

Labienus, *Labiēnus*, *i*, *m*.

land, *terra*, *ae*, *f*.

large, *māgnus*, *a*, *um*.

lasting, *perpetuus*, *a*, *um*.

lately, *nūper*, adv.

latter, *hīc*.

law, *lēx*, *lēgis*, *f*.

lay before, report, *dēferō*, *dēferre*, *dētulī*, *dēlātus*; lay waste, *vāstō*, *āre*, *āvī*, *ātus*.

laziness, *pigritia*, *ae*, *f*.

lazy, *piger*, *pigra*, *pigrum*.

lead, *dūcō*, *ere*, *dūxī*, *ductus*; lead across, *trādūcō*, *ere*, *dūxī*, *ductus*; lead down, *dēdūcō*, *ere*, *dūxī*, *ductus*; lead out, *ēdūcō*, *ere*, *dūxī*, *ductus*; lead to, *addūcō*, *ere*, *dūxī*, *ductus*.

leader, *dux*, *ducis*, *m*. and *f*.

learn, *cōgnōscō*, *ere*, *cōgnōvī*, *cōgnītus*.

leave behind, leave, *relinquō*, *ere*, *līquī*, *līctus*; *exeō*, *īre*, *ivī*, *itus*.

leave off, cease, *dēsīnō*, *ere*, *dēsīvī* or *dēsīī*, *dēsitus*.

left, *sinister*, *sinistra*, *sinistrum*. See **remaining**.

legate, *lēgātus*, *ī*, *m*.

legion, *legiō*, *ōnis*, *f*.

leisure, *ōtium*, *ī*, *n*.

less, *minor*, *minus*; gen. *minōris*.

lessen, *levō*, *āre*, *āvī*, *ātus*.

letter, *litterae*, *ārum*, *f*. pl.; *epistula*, *ae*, *f*.

liberality, *liberālītās*, *ātis*, *f*.

liberty, *libertās*, *ātis*, *f*.

lieutenant, *lēgātus*, *ī*, *m*.

life, *vīta*, *ae*, *f*.

light, daylight, *lūx*, *lūcis*, *f*.

like, *similis*, *e*; like, wish, *volō*, *velle*, *voluī*.

line, line of battle, *aciēs*, *ēī*, *f*.

linger around. See **remain**.

little, *parvus*, *a*, *um*; too little, *parum*, *adv*.

live, *vivō*; *ere*, *vīxī*, *vīctus*; *vītam* *dēgō*, *ere*, *dēgī*, —.

long, long for, desire eagerly, *cupiō*, *cupere*, *cupīvī* or *cupīī*, *cupītus*.

long, a long time, longer, longest, *diū*, *diūtius*, *diūtissimē*, *adv*.

long, *longus*, *a*, *um*; long, as long as. See **while**.

long since, *iam prīdem*, *adv*.

look at, *intueor*, *ērī*, *intuitus sum*.

love, *amor*, *ōris*, *m*; to love, *amō*, *āre*, *āvī*, *ātus*.

M

make, *faciō*, *facere*, *fēcī*, *factus*; make an assault. See **assault**; make requital, *grātiām referō*, *referre*, *rettulī*, *relātus*. — I shall requite you, *tibi grātiām referam*; make upon, *in-*

ferō, *inferre*, *intulī*, *illātus*. — to make war upon the Gauls, *Gallīs bellum inferre*; make use of, *ūtōr*, *ūtī*, *ūsus sum*.

man, *vir*, *virī*, *m*., A MAN as distinguished from a woman; *homō*, *inis*, *m*. and *f*., MAN, A HUMAN BEING.

many, *multī*, *ae*, *a*; many times, *saepe*.

march, *iter*, *itineris*, *n*.; to march, *iter faciō*, *facere*, *fēcī*, *factus*.

marry (of a man), *in mātīmōnium dūcō*; (of a woman), *nūbō*, *nūbere*, *nūpsī*, *nūpla*.

may. See 118, 119.

meantime, in the meantime, *interim*, *intereā*, *adv*s.

meditate. See **think about**.

meet, to meet, *sē obvium ferre*; you met me, *mihi tē obvium tulistī*; go to meet, *obviam* (or *obvius*, *a*, *um*) *eō*, *īre*, *īvī* or *īī*, *ītus*, *w*. dat.; meet with, *inveniō*, *īre*, *vēnī*, *ventus*, *w*. acc.

memory, *memoria*, *ae*, *f*.

messenger, *nūntius*, *ī*, *m*.

method, *ratio*, *ōnis*, *f*.

middle, middle of, *medius*, *a*, *um*.

mile, *mille passuum*.

military affairs, *rēs mīlitāris*, *rei mīlitāris*.

mind, *mēns*, *mentis*, *f*., UNDERSTANDING, INTELLECT, REASON; *animus*, *ī*, *m*., WILL, DESIRE, PURPOSE; FEELING, AFFECTION, SENTIMENT.

mistake, be misunderstood, *errō*, *āre*, *āvī*, *ātus*.

money, *pecūnia*, *ae*, *f*.

more, *plūs*, *plūris*, *n*.; *amplius*, *magis*, *adv*s.

mother, *māter*, *mātris*, *f*.

mountain, *mōns*, *montis*, *m*.

mourn, *lūgēō*, *ēre*, *lūxī*.

move, *moveō, movēre, mōvī, mōtus*.
 much, *multus, a, um*.
 multitude, *multitūdō, inis, f*.
 must. See III.
 my, *meus, a, um*.

N

name, *nōmen, nōminis, n.*; to name.
 See call.

narrow, contracted, small, *parvus, a, um*; narrow limits, *angustiae, ārum, f. pl.*; *angustus, a, um*.

nature, *nātūra, ae, f*.

near, *prope, ferē, advs.*

nearest, *proximus, a, um*.

nearly, *paene, adv.*

need, *opus*, indecl. n., *ūsus, ūs, m*.

need, *egeō* or *indigeō, ēre, uī, —*.

negligence, *nēquitia, ae, f*.

neighborhood, in the neighborhood
 of, *ad*, prep. w. acc.

neighbors, *fīnitīmī, ōrum, m. pl.*;
vicīnus, i, m.

neither . . . nor, *neque . . . neque, nec . . . nec*.

never, *numquam (nunquam), adv.*

nevertheless, yet, still, *tamen*; *nihilō minus*, *advs.*

new, *novus, a, um*.

nick of time, *discrīmen, inis, n*.

night, *nox, noctis, f.*; night before,
nox superior.

no, *nūllus, a, um*. See 81.

nobody, no one, *nēmō*, gen. and abl.
 supplied from *nūllus*.

not, *nōn, nē, adv.*; not even, *nē . . . quidem*, w. the emphatic word between *nē* and *quidem*.

not only . . . but also, *nōn solum . . . sed etiam*.

not yet, *nōndum, adv.*

nothing, *nihil*, indecl.

now, *nunc, iam, advs.*

numerous, *crēber, crēbra, crēbrum*.

O

oath, *iūs iūrandum, iūris iūrandī, n*.
 obey, *pāreō, ēre, uī, pāritūrus*.

occupy, *occupō, āre, āvī, ātus*.

officer, *lēgātus, i, m*.

often, *saepe, adv.*

old, *senex*, gen. *senis*; old, having
 been born, *nātus, a, um*; he is
 twenty years old, *vīgintī annōs nātus est*.

on, *in*, prep. w. acc. after verbs of motion,
 w. abl. after verbs of rest.

on this side of, *cis*, prep. w. acc.

once, at once, *statim, adv.*

one, *ūnus, a, um*.

one another. See 68.

one by one, *singulī, ae, a*.

opinion, *sententia, ae, f.*, OPINION,
 DECISION, SENTENCE, JUDGMENT;
opīniō, ōnis, f., OPINION, SUPPOSITION,
 REPUTATION, BELIEF.

opportunity, *potestās, ātis, f*.

opposite, *adversus, a, um*.

or, *aut*; in double questions, *an*; or
 not, in direct double questions, *an nōn*;
 in indirect double questions, *necne*. See 80.

order, in order that, *ut*, conj. See
 144.

order, by order, *iussū*, abl. sing. m.

order, command, *iubeō, ēre, iussī, iussus*;
imperō, āre, āvī, ātus.

ordinary, *mediocris, e*.

other, some . . . others, *aliī . . . aliī*.

ought, *dēbeō, ēre, uī, itus*; *dēbeō* denotes
 a moral obligation. See III.

our, *noster, nostra, nostrum*.

overcome, *superō, āre, āvī, ātus*.

own. See 69.

P

pardon, *ignōscō, ere, ignōvī, ignōtus*;
pardon for sake of, *condōnō, āre, āvī, ātus*.

parent, *parēns, entis, c*.

part, *pars, partis, f*.

patience, *patientia, ae, f*.

patriotic, *bonus, a, um; amāns rei publicae*.

pay, *pendō, ere, pependī, pēnsus*; pay one's respects, *salūtō, āre, āvī, ātum*.

peace, *pāx, pācis, f*.

perfect, *perfectus, a, um*.

perform, *fungor, fungī, fūctus sum*,
EXECUTE, DISCHARGE, OBSERVE;
gerō, ere, gessī, gestus, MANAGE,
WAGE, TRANSACT, ACCOMPLISH.

peril, *periculum, ī, n*.

perilous, *periculōsus, a, um*.

perish, *pereō, īre, iī, itus*.

permit, allow, suffer, *patior, patī, passus sum*.

persist, *perseverō, āre, āvī, ātus*.

persuade, *persuadeō, suādēre, suāsī, suāsus*.

pity, *miseret, miserēre, miseruit*.
See 27.

place, *locus, ī, m*.; pl. *locī* and *loca*,
locōrum, m. and *n*.

plan, *cōsiliū, ī, n*.; DETERMINATION,
RESOLUTION, PURPOSE; *ratiō, ōnis, f*.; COURSE, MANNER, METHOD, FASHION.

please, *dēlectō, āre, āvī, ātus, w. acc*.;
placeō, ēre, uī, itus, w. dat.

pleasing, *grātus, a, um*.

pleasure, *dēlectātiō, ōnis, f*.

pledge, *fidēs, eī, f*.

plunder, pillage, *diripiō, ere, uī, reptus*.

pole, long pole, *longurius, ī, m*.

poor, *pauper, gen. pauperis*.

possession, *possessiō, ōnis, f*.; often expressed by neuter plural; e.g. himself and his possessions, *sē suaeque*; take possession of, *occupō, āre, āvī, ātus, w. acc*.; get possession of, *potior, irī, itus sum*.

power, bodily strength, *vīs, (vis), f. (pl. vīrēs)*.

powerful, *potēns, gen. potentis*; powerful, to be very powerful, *plūrimum posse, or valēre*.

practically acquainted with, *perītus, a, um, w. gen*.

praetor, *praetor, ōris, m*.

praise, *laus, laudis, f*.; to praise, *laudō, āre, āvī, ātus*.

prefer, *mālō, mälle, mālū*.

prepare, *parō, āre, āvī, ātus*.

present, be present, *adsum, adesse, adfui, adfuturus*.

preserve, *cōservō, āre, āvī, ātus*.

prevent, *dēterreō, ēre, uī, itus; prohibeō, ēre, uī, itus*.

price, *pretium, ī, n*.

prisoner, *reus, ī, m*.

promise, *polliceor, ērī, pollicitus sum*.

proper, *idōneus, a, um*.

property, *rēs, rērum, f. pl.; bonum, n. pl*.

prosperity, *secundiōrēs rēs*.

provided that, *modo, dum, dum modo*,
conj. See 172.

province, *prōvincia, ae, f*.

provision, make provision, *prōvideō, ēre, vīdī, visus*.

prudence, *prudentia*, *ae*, *f*.
 punish, *pūnīō*, *īre*, *ivī*, *ītus*.
 punishment, *supplicium*, *ī*, *n*.; to
 inflict punishment upon any one, *dē*
aliquō supplicium sūmīō, *ere*, *sūmpsī*,
sūmptum; to suffer punishment,
poenās persolvō, *ere*, *solvī*, *solūtus*;
supplicium dō, *ī*.
 purpose, for the purpose of, *causā*,
 abl. of cause and stands after its
 limiting genitive.
 put in charge of, *praeficiō*, *ere*, *fēcī*,
fectus.
 put to death, *necō*, *āre*, *āvī*, *ātum*.
 put to flight, *in fugam dō*, *dare*, *dedī*,
datus; *fugō*, *āre*, *āvī*, *ātus*.

Q

quarrel, *dissentīō*, *ōnis*, *f*.
 question, *quaestiō*, *ōnis*, *f*.
 quickly, *celeriter*, *adv*.

R

rank, line of battle, *aciēs*, *ēī*, *f*.
 rapidly, *celeriter*, *adv*.
 rather, more, *magis*, *adv*.
 read, *legō*, *ere*, *lēgī*, *lēctus*.
 ready, *parātus*, *a*, *um*; get ready,
comparō, *āre*, *āvī*, *ātus*.
 rear, *novissimum agmen*.
 reason, cause, *causa*, *ae*, *f*.
 recall, *revocō*, *āre*, *āvī*, *ātus*.
 receive, *accipiō*, *cipere*, *cēpī*, *ceptus*.
 recommend, urge, *hortor*, *ārī*, *ātus*
sum; *cohortor*.
 redoubt, fortress, *castellum*, *ī*, *n*.
 refrain, *temperō*, *āre*, *āvī*, *ātus*, *w. dat.*
 of reflexive pronoun; *abstineō*, *ēre*,
uī, *tentus*.
 refuse, *recūsō*, *āre*, *āvī*, *ātus*; *negō*,
āre, *āvī*, *ātus*.

regard, *dūcō*, *ere*, *dūxī*, *ductus*.
 reign, *rēgnō*, *āre*, *āvī*, *ātus*.
 relieve, *liberō*, *āre*, *āvī*, *ātus*.
 remain, stay, *remaneō*, *ēre*, *mānsī*,
mānsum.
 remaining, *reliquus*, *a*, *um*.
 remember, *meminī*, *meminisse*; *remi-*
nīscor, *ī*, —.
 remind, *admoneō*, *ēre*, *uī*, *ītus*.
 renew, *redintegrō*, *āre*, *āvī*, *ātus*.
 repent, *paenitet*, *ēre*, *paenituit*.
 reply, *respondeō*, *ēre*, *spondī*, *spōnsum*.
 rescue, *eripiō*, *eripere*, *eripui*, *erēp-*
tus.
 residence, *domicilium*, *ī*, *n*.
 resources, *ops*, *opis*, *f. pl.*; aid (*in*
sing.).
 rest of, *reliquus*, *a*, *um*; the rest,
cēterī, *ae*, *a*.
 restrain, *reprimō*, *ēre*, *pressī*, *pressus*;
retineō, *ēre*, *tinui*, *tentus*.
 retain, hold, *teneō*, *ēre*, *uī*, *tentus*.
 return, *revertor*, *ī*, *versus sum*; *re-*
vertō, *ere*, *revertī*; the present, im-
 perfect, and future tenses have the
 passive form; *redeō*, *īre*, *iī*, *ītus*;
reddō, *ere*, *reddidī*, *redditus (trans.)*.
 revolt, *rebelliō*, *ōnis*, *f*.
 revolution, new form of government,
nova imperia (n. pl.), *rēs novae*.
 Rhine, *Rhēnus*, *ī*, *m*.
 rich, *dīves*, *itis*; *locuplēs*, *ētis*, *adjs*.
 rigging, *fūnēs*, *ium*, *m. pl*.
 right, *iūs*, *iūris*, *n*.; *dexter*, *dextra*,
dextrum, *adj*.
 river, *flūmen*, *flūminis*, *n*.
 road, *via*, *ae*, *f*.; *iter*, *itineris*, *n*.
 rock, *saxum*, *ī*, *n*.
 Roman, *Rōmānus*, *a*, *um*.
 Rome, *Rōma*, *ae*, *f*.
 route, *fugō*, *āre*, *āvī*, *ātus*.

rule, *rēgnum*, *ī*, n.; *imperium*, *ī*, n.;
regō, *regere*, *rēxī*, *rēctus*; rule over,
imperō, *āre*, *āvī*, *ātus*, w. dat.
run, *currō*, *ere*, *cucurrī*, *cursus*.

S

safe, *tūtus*, *a*, *um*, WELL GUARDED,
 SECURE, OUT OF DANGER; *salvus*, *a*,
um, *incolumis*, *e*, UNHARMED, UN-
 INJURED, WELL, SOUND.

safety, *salūs*, *ūtis*, f.

sake, for the sake of, *causā*.

same, the same, *īdem*, *eadem*, *idem*.

save, *servō*, *āre*, *āvī*, *ātus*; *cōservō*,
āre, *āvī*, *ātus*; *cōservō* is *servō* in-
 tensified by the prefix *cō* and prop-
 erly signifies KEEP THOROUGHLY,
 SAVE COMPLETELY.

say, *dīcō*, *dīcere*, *dixī*, *dictus*; say not,
negō, *āre*, *āvī*, *ātus*.

scatter, rout, *fugō*, *āre*, *āvī*, *ātus*.

scheme. See **plan**.

sea, *mare*, *maris*, n.

seal, *signum*, *ī*, n.

see, *videō*, *ēre*, *vīdī*, *vīsus*.

seek, *petō*, *ere*, *petīvī*, *petītus*.

seem, *videor*, *ērī*, *vīsus sum*.

seize, *occupō*, *āre*, *āvī*, *ātus*; *capiō*,
ere, *cēpī*, *captus*; *comprehendō*, *ere*,
comprehendī, *comprehēnsus*.

self, *ipse*, *a*, *um*.

sell, *vēndō*, *ere*, *vēndidī*, *vēnditus*.

senate, *senātor*, *ōris*, m.

send, *mittō*, *ere*, *mīsī*, *missus*.

Sequani, *Sēquani*, *ōrum*, m. pl.

set fire to, *incendō*, *ere*, *cendī*, *cēnsus*.

set out, march, depart, *proficīscor*, *ī*,
profectus sum.

several. See **many**.

severe, *gravis*, *e*.

she, generally omitted. See 64.

shield, *scūtum*, *ī*, n.

ship, *nāvis*, *is*, f.

short, *brevis*, *e*.

show, *doceō*, *ēre*, *uī*, *doctus*.

shudder at, *horreō*, *ēre*, *horruī*, no
 sup., governs acc.

sick, *aeger*, *aegra*, *aegrum*.

side, on this side of, *cis*, prep. w. acc.

signal, *signum*, *ī*, n.

silent, keep silent, *taceō*, *ēre*, *uī*, *ītus*.

since, *cum*, *quoniam*, conj. See 87.

sister, *soror*, *ōris*, f.

sit, be seated, *sedeō*, *ēre*, *sēdī*, *sessum*.

six, *sex*, indecl.

sixteen, *sēdecim*, indecl.

size, *māgnitūdō*, *inis*, f.

skillful, practically acquainted with,
perītus, *a*, *um*.

slaughter, *occidō*, *ere*, *cīdī*, *cīsus*.

slave, *servus*, *ī*, m.

slay, kill, *interficiō*, *ere*, *fēcī*, *fectus*.

small, *parvus*, *a*, *um*.

so, *tam*, *ita*, *sic*, advs.; so great, *tan-
 tus*, *a*, *um*.

soldier, *mīles*, *mīlitis*, m.

some one, something, some, *aliquis*,
quīdam, *nesciō quis*.

some . . . others, *aliī . . . aliī*.

son, *filius*, *ī*, m.

soon, as soon as possible, *quam prī-
 mum*.

speak, *loquor*, *ī*, *locūtus sum*; *dīcō*,
ere, *dīxī*, *dictus*.

stand, *stō*, *stāre*, *stetī*, *stātus*.

start out for. See **set out**.

state, *rēs pūblica*, *rei pūblicae*, f.

stay, *remaneō*, *ēre*, *mānsī*, *mānsūrus*.

still, *etiam nunc*, *tamen*, advs.

storm, *expūgnō*, *āre*, *āvī*, *ātus*; a
 storm, tempest, *tempestās*, *ātis*, f.

stranger, *aliēnus*, *ī*, m.

street, road, *via*, *ae*, *f*.

strong, *fīrmus*, *a*, *um*.

study, *studium*, *i*, *n*.

stupid, *stultus*, *a*, *um*; *amēns*, gen. *amentis*.

subdue, pacify, *pācō*, *āre*, *āvī*, *ātus*.

such, so great, *tantus*, *a*, *um*; such, of such a kind, *tālis*, *e*; such . . .

as, *tantus* . . . *quantus*, when referring to size; *tālis* . . . *quālis*, when referring to kind, nature, quality.

suddenly, *subitō*, *repente*, advs.

suffer, *pālor*, *pālī*, *passus sum*; allow, *permitto*, 3; *sinō*, *ere*, *sivī*, *situs*; endure, *perferō*, *ferre*, *tulī*, *lātus*.

suicide, to commit suicide, *mortem*, dat. of reflex., *cōnsciscō*, *sciscere*, *scīvī*, *scītus*.

suitable, *idōneus*, *a*, *um*.

summon, *vocō*, *āre*, *āvī*, *ātus*.

supplies, *commeātus*, *ūs*, *m*., used in both sing. and pl.; supplies (of grain), *rēs frūmentāria*.

suppose, *existimō*, *āre*, *āvī*, *ātus*.

surely, *profectō*, adv.

surpass, excel, *antecellō*, *ere*, no perf. nor sup.; *praeceḏō*, *ere*, *cessī*, *cessūrus*; *superō*, *āre*, *āvī*, *ātus*.

surrender, *dēdō*, *ere*, *dēdidī*, *dēditus*; a surrender, *dēditio*, *ōnis*, *f*.

surround, *circumdō*, *are*, *dedī*, *datus*; *circumveniō*, *ire*, *vēnī*, *ventus*.

swamp, *palūs*, *ūdis*, *f*.

sword, *gladius*, *i*, *m*.

T

table, *mēnsa*, *ae*, *f*.

take, *capio*, *capere*, *cēpī*, *captus*; take away, *removō*, *ēre*, *mōvī*, *mōtus*; take from, *ēripio*, *ēripere*, *ēripui*,

ēreptus; take part, be engaged in anything, *versor*, *ārī*, *ātus sum*; take possession of, *occupō*, *āre*, *āvī*, *ātus*, *w*. acc.; take the lead of, *praesum*, *esse*, *fuī*, *futūrus*.

task, *pēnsu*, *m*, *i*, *n*.

tax, *stipendium*, *i*, *n*.

teach, *doceō*, *ēre*, *docuī*, *doctus*.

tell, *dīcō*, *ere*, *dixī*, *dictus*; *nārrō*, *āre*, *āvī*, *ātus*.

temple, *templum*, *i*, *n*.

ten, *decem*, indecl.

terrify, *perterreō*, *ēre*, *uī*, *itus*.

territory, *finēs*, *ium*, *m*. pl.; *ager*, *agrī*, *m*.

than, *quam*, adv. See 42.

thank, *grātiās agō*, *agere*, *ēgī*, *actus*.

thankful, feel thankful, *grātiām habeo*, *ēre*, *uī*, *itus*.

that, *ille*, *is*; that, in order that, *ut*; that not, *nē*, *ut nōn*.

the . . . the, *quantō* . . . *tantō*; *quō* . . . *eō*.

one . . . the other, *alter* . . . *alter*; the one party . . . the other, *alterī* . . . *alterī*.

their, *suus*, *a*, *um*, when referring to same person or thing as the subject of its sentence, otherwise, *eōrum*.

there, in that place, *ibi*, adv.

they, generally omitted. See 64.

thing, circumstance, reason, etc., *rēs*, *rei*, *f*.

think, *putō*, *āre*, *āvī*, *ātus*; *arbitror*, *ārī*, *ātus sum*; think upon, think of, *cogitō*, *āre*, *āvī*, *ātus*, *w*. acc.

third, *tertius*, *a*, *um*.

this, *hic*, *is*.

though, although, *cum*, *w*. subj. See 87, 6.

thousand, *mille*, indecl. adj. in sing.;
pl., *milia*, *ium*, noun, n.

three, *trēs*, *tria*.

through, throughout, *per*, prep. w. acc.

till, until, *dum*, *quoad*, conj. See 156.

time, *tempus*, *oris*, n.; for all time, in *perpetuum*, sc. *tempus*; at one and the same time, *simul*, adv.; now for a long time, *iam diū*, *iam dudum*, advs.; the second time, a second time, *iterum*, adv.

to, *ad*, prep. w. acc.

to-day, *hodiē*, adv.

towards, *ad*, prep. w. acc.

town, *oppidum*, *i*, n.

troops, *cōpiae*, *arum*, f. pl.; *mīles*, *itis*, m.; *manus*, *ūs*, f.

true, *vērus*, *a*, *um*.

trust, hope, *spērō*, *āre*, *āvī*, *ātus*.

trusting to, *frētus*, *a*, *um*, w. abl.

try, *experior*, *irī*, *expertus sum*.

twice, *bis*, num. adv.

two, *duo*, *duae*, *duo*.

U

unbroken, *integer*, *gra*, *grum*.

under, *sub*, prep. w. acc. and abl.

understand, *intelligō*, *ere*, *lēxī*, *lēctus*.

undertake, carry out, perform, *cōnficiō*, *ficere*, *fēcī*, *fectus*.

unexpected, *inopīnāns*, *antis*.

unfortunate, *miser*, *misera*, *miserum*.

unless, *nisi*, conj.

unpopularity, *invidiā*, *ae*, f.

until, till, *dum*, *quoad*, conj. See 156.

unwilling, *invītus*, *a*, *um*; be unwilling, *nōlō*, *nōlle*, *nōluī*.

unworthy, *indignus*, *a*, *um*.

upon, *in*, prep. w. acc.

urge, *cohortor*, *ārī*, *ātus sum*.

use, *ūsus*, *ūs*, m.; *ūtor*, *ūtī*, *ūsus sum*.

V

valor, *virtūs*, *ūtis*, f.

valuable. See 29.

very, *valdē*, adv.; when a noun is to be emphasized, *ipse* is used; e.g. the very city, *urbs ipsa*.

very much, *vehementer*, adv.

vicinity, in or into the vicinity of, *ad*, prep. w. acc.

victor, *victor*, *ōris*, m.

victory, *victōria*, *ae*, f.

village, *vīcus*, *i*, m.

violence, *vīs*, (*vis*), f.

virtue, *virtūs*, *ūtis*, f.

voice, *vōx*, *vōcis*, f.

vote, *cēnsēō*, *ēre*, *cēnsuī*, *cēnsus*.

W

wage, carry on, *gerō*, *ere*, *gessī*, *gestus*.

wait for, await, wait to see, *expectō* (*expectō*), *āre*, *āvī*, *ātus*.

wall, *mūrus*, *i*, m., the general term; *moenia*, *ium*, n. pl., CITY WALLS, RAMPARTS, BULWARKS; *pariēs*, *parietis*, m., WALL OF A HOUSE.

war, *bellum*, *i*, n.

warn, *moneō*, *ēre*, *monuī*, *monitus*.

way, *via*, *ae*, f.

weapon, *tēlum*, *i*, n.

weary, *dēfessus*, *a*, *um*.

well, *bene*, adv.

when, *cum*, *ubi*, *ut*. See 152, 153.

where, *ubi*, adv.; *quō*, adv.

whether, *utrum*, num., —*nē*. See 80.

while, *dum*, conj.; for a little while, *paulisper*, adv.; a little while ago, *paulō ante*. See 87.

who, which, what, *quī, quod*, rel.
pron.; *quis, quae, quid*, and *quī,*
quae, quod, interrog. pron. and adj.

whole, wholly. See all.

why, *cūr, quid*.

wide, *lātus, a, um*.

width, *lātitudō, inis, f*.

wife, *uxor, ōris, f*; *coniūnx, iugis, f*.

willing, be willing, *volō, velle, voluī*.

wing, *cornū, ūs, n*.

winter, *hiems, hiemis, f*; pass the
winter, *hiemō, āre, āvī, ātus*; winter
quarters, *hiberna, ōrum, n. pl., sc.*
castra.

wisdom, *sapientia, ae, f*.

wise, *sapiēns, gen. sapientis*.

wish, desire, be willing, *volō, velle,*
voluī.

with, in company with, *cum*, prep. w.
abl.; with, near to, at the house of,
apud, prep. w. acc.; with respect to,
dē, prep. w. abl.

withdraw, *dēficiō, ficere, fecī, fectus*;
to withdraw from allegiance to the
king, *ā rēge dēficere*; withdraw, be-
take one's self, *recipiō, cipere, cēpī,*
ceptus, with reflex.; *sē cōferre*.

without, *sine*, prep. w. abl.; be with-
out, *careō, ēre, uī, itūrus*, w. abl.

withstand, *obstō, stāre, stitī, stātūrus*,
w. dat.; *sustineō, ēre, uī, tentus*,
w. acc.

witness, *testis, m. and f*; witness, see,
videō, ēre, vidī, vīsus.

wonder, *mīror, ārī, ātus sum*.

work, *labor, ōris, m*; *labōrō, āre, āvī,*
ātus.

worthy, *dignus, a, um*; it is worth
while, *tantū est*.

write, *scribō, ere, scripsī, scriptus*.

wrong, *iniūria, ae, f*; wrong-doing,
mischief, *maleficium, ī, n*.

Y

year, *annus, ī, m*.

yesterday, *hesternō diē*.

yet, *tamen*, adv.

you, *tū*. See 64.

your, *tuus, a, um*, when addressing
one person; *vester, vestra, vestrum*,
when addressing more than one.

yourself, *tuī*, etc. See 66, 69.

youth, a young man, *iuvenis, is, m*;
adulēscēns, entis, m. and f.

Z

zeal, *studium, ī, n*.

GRAMMATICAL INDEX

[FIGURES REFER TO SECTIONS]

- Ablative**, syntax of, 39-52; abl. of accompaniment, 46; of cause, 43; of degree of difference, 48; of manner, 45; of material, 40; of means, 43; of source, 40; of price, 50; of quality, 49; of separation, 39; of specification, 47; of time, 51; with a comparative, 42; with deponents (*utor*, *fruo*, etc.), 44; with *ex* or *dē* for partitive gen., 23; abl. absolute, 89.
- ac** (*atque*), with *īdem*, 76.
- Accompaniment**, expressed by *cum* and abl., 46.
- Accusative**, syntax of, 12-18; cognate acc., 13; double acc., 14-15; of duration of time, 16; of exclamation, 18; of extent of space, 16; of place to which, 17; with verbs of aiding, pleasing, etc., 32, 1; with verbs of pitying, repenting, etc., 27; with verbs of remembering, etc., 25, 2.
- Accusing**, etc., verbs of, with gen., 26.
- Action**, nouns of, 21.
- adiuvō**, 32, 1.
- Adjectives**, agreement of attributive adjs., 5; agreement of predicate adj., 6; agreement with natural gender, 7; gen. with adjs., 24.
- Agent**, expressed by dat., 95; by *ā*, ab with abl., 41.
- Agreement**, of adjs., 5-7; of appositives, 1-2; of predicate nouns, 4; of collective noun and a verb, 9; of subject and predicate, 10; of verb, 8.
- aliquis**, 72.
- alius**, distinction from *alter*, 73.
- Although**, 171, 87, 6.
- an**, in direct questions, 80.
- Answers**, 81.
- Antecedent**, incorporation of, 71, 5; agreement of relative with, 71, 1, 2; sometimes omitted, 71, 3.
- antequam**, 154.
- Apposition**, 1-3; appositive = English clause of time, etc., 3.
- As soon as**, 152.
- Before**, with clauses, 154.
- causā**, with gen. of gerund, etc., 142, 2.
- Causal clauses**, with *cum*, 173, 2; with *quod*, *quia*, *quoniam*, 173, 1; expressed by participle, 87, 3.
- Causal relatives**, 173, 4.
- Cause**, abl. of, 22.
- Characteristic**, gen. of, 22; abl. of, 49; relative clauses of, 174.
- Collective noun** with singular verb, 9.

- Comparative, with or without **quam**, 42.
- Concession, expressed by participle, 87, 6.
- Concessive clauses, 171.
- Conditions, 121-127; contrary to fact, 123; apodosis in indicative, 123; future ("less vivid"), 125; future ("more vivid"), 124; simple (where apodosis states a fact), 122; in ind. disc., 169; expressed by participle, 87, 2.
- Conjunctions, list of, and uses, 82.
- cum**, causal, 173, 2; concessive, 171, 2; temporal, 153; clauses with = English perf. participle, 85, 2; = English present passive participle, 85, 3.
- cum primum** = as soon as, 152.
- cupiō**, constr. with, 148, 3.
- Dative, syntax of, 31-37; reference, 36; of agent, 95; of indirect object, 31; of interest, 36; of possessor, 34; of purpose or end, 37; with verbs compounded with prepositions (**ad**, **ante**, etc.), 32; with adjectives, 35; retained with passive of intransitives, 32, 2.
- dēbeō**, past tenses with pres. inf., 112.
- Declaratory sentences in ind. disc., 160.
- Degree of difference, abl. of, 48.
- Deliberative subjunctive, 110.
- Demonstrative pronouns, 58-61.
- Deponents, with abl., 44; participles of, 85, 1.
- Descriptive genitive, 22.
- Direct reflexive, 65, 1.
- Discourse, indirect. See Indirect discourse.
- Disjunctive questions. See Double questions.
- domus**, constr., 17, 1, 3.
- Double dative, 37.
- Double questions, 80.
- Doubting, verbs of, constr., 136.
- dum**, in proviso, 172; representing present passive participle, 85, 3; = until, 156; = while, 102, 2.
- dum modo**, in proviso, 172.
- Duration of time, acc. of, 16.
- etsi** = even if, 171, 3.
- Exclamation, in the acc., 18.
- Extent of space, acc. of, 16.
- Fearing, verbs of, constr., 135.
- Feeling, nouns of, 21.
- For, with temporal expressions, 16.
- Forgetting, verbs of constr. with, 25.
- Future time, in the subjunctive, 94.
- Genitive, syntax of, 20-29; with adjectives, 24; with nouns of action or feeling, 21; of charge, 26; of indefinite value, 29; objective, 21, 2; partitive, 23; with verbs of accusing, 26; with impersonal verbs, 27; with **interest**, etc., 28; with verbs of remembering, etc., 25.
- Gerund and gerundive, syntax of, 91-95; gerund and gerundive distinguished, 91, 92; cases of gerund, 91; gerundive used instead of gerund, 93; gerundive denoting necessity or obligation, 95; gerundive of intransitive verbs used impersonally, 95, 2; gerundive with **mei**, **tui**, **sui**, etc., 93, 2.
- hīc**, 59.
- Hindering, verbs of, constr., 150.

Historical present, 102, 1.
 Historical tenses, 131, 2.
 Hortatory subjunctive, 115; in ind. disc., 162, 3.
iam, iam diū, etc., with pres. and imp. tenses, 102, 3, 103, 2.
idem, 76.
ille, 61.
 Imperative, 114; in ind. disc., 162, 2.
 Impersonal verbs with *gen.*, 27.
 Indefinite pronouns, 72.
 Indicative mode, tenses of, 102-106; conditions contrary to fact, 123, 1.
 Indirect discourse, 158-169; tenses of infin. in, 161; tenses of subjunctive in, 166; conditions in, 169; hortatory subjunctive in, 162, 3; imperative in, 162, 2; questions in, 134; wishes in, 162, 3.
 Indirect questions, 134.
 Indirect reflexive, 65, 2.
 Infinitive, formation of, 109; as object, 148; in ind. disc., 160; tenses of, 161.
 Instrument. See Means.
inter nōs, sē, etc., 68.
 Interest, expressed by *dat.*, 36.
interest, const. with, 28.
 Interrogative pronouns, 75, 79.
 Intransitive verbs, with *dat.*, 32; used impersonally in the passive, 32, 2.
ipse, 74.
is, 63.
 Islands, names of small, in constr. of place, 17.
iste, 60.
iubeō, with *acc.*, 32, 1; with *infin.*, 148, 1.
licet, 119.

Manner, abl. of, 45; expressed by participle, 87, 4.
 Material, abl. of, with *ex*, 40.
 Means, abl. of, 43; means and agent distinguished, 43, 1; expressed by participle, 87, 5.
 Measure of difference. See Degree.
miseror, constr. with, 27, 1.
modo, in proviso, 172.

nātus, with abl. of origin or source, 40.
nē, with verbs of fearing, 135; in object clauses, 147; with verbs of hindering, 150.
-ne . . . an, in double questions, 80.
 Necessity, expressed by the gerundive, 95.
 Negative command. See Prohibition.
 Negatives, with connectives, 82, 7.
 No, 81.
nōn dubitō = not to hesitate, 136, 1.
nōnne, in questions, 78, 2.
nostrū and *vestrū*, as partitive *gen.*, 64, 1.
num, in indirect questions, 78, 3.

Object clauses, 146.
 Objective genitive, 21, 2.
 Obligation, expressed by gerundive, 95.
omnis, contrasted with *quisque*, 72, 2.
 Origin or source, abl. of, 40.

Participles, formation of, 85; English present = Latin perf. of some deponent verbs, 85, 4; expresses time, cause, manner, etc., 87; perf. active, how represented in Latin, 85, 2; present passive, how represented in Latin, 85, 3.

Partitive genitive, 23; substitutes for, 23, 1.

Passive, of intransitive verbs, 32, 2.

Periphrastic conjugation, 94, 95.

Personal pronouns, 64.

Pity, verbs of, constr., 27.

Polite subjunctive, 118.

Possessive pronouns, 67, 69.

Possessor, dat. of, 34.

postquam, **posteaquam**, constr. with, 152.

"Potential" subjunctive, 118.

Predicate nouns, 4.

Prepositions, in composition with verbs, 33.

Present, historical, 102, 1; sequence with, 131, 2 (a).

Price, abl. of, 50.

Primary tenses. See Principal Tenses.

Principal tenses, 131.

priusquam, 154.

Prohibition, 116.

Pronouns, syntax, etc., 58-76.

Provided that (proviso), 172.

Purpose, clauses of, 141-143.

Quality, gen. of, 22; abl. of, 49.

quam, in comparisons, 42.

quamquam, 171.

quamvis, 171.

Questions, direct, 78, 79; double or disjunctive, 80; indirect, 134; of doubt, indignation, etc., 110; rhetorical, 163.

quī, preceded by **is**, 63, 1; in result clauses, 145, 1; in purpose clauses, 143, 1.

quia, 173, 1.

quīdam, 72; **quīdam ex** instead of gen. of whole, 23, 1.

quīlibet, 72.

quīn, with verbs of hindering, 150, 2; with verbs of doubting, 136.

quis (indefinite), 72.

quisquam, 72.

quisque, distinguished from **omnis**, 72, 2; with a superlative, 72, 3.

quīvis, 72.

quō, in purpose clauses, 143, 2.

quoad = until, 156.

quod (causal), 173, 1.

quōminus, with verbs of hindering, 150.

quoniam, 173, 1.

Reciprocals, 68.

rēfert = it concerns, 28.

Reflexive pronouns, 65, 66.

Relative clauses, in general, 71, 175; characteristic, 174; of cause and concession, 173, 4; of purpose, 143, 1; of result, 145, 1.

Remembering, verbs of, constr. with, 25.

Result, clauses of, 144, 145.

rūs, constr., 17, 1.

sē, 66, 69.

Secondary tenses. See Historical tenses.

Separation, abl. of, 39.

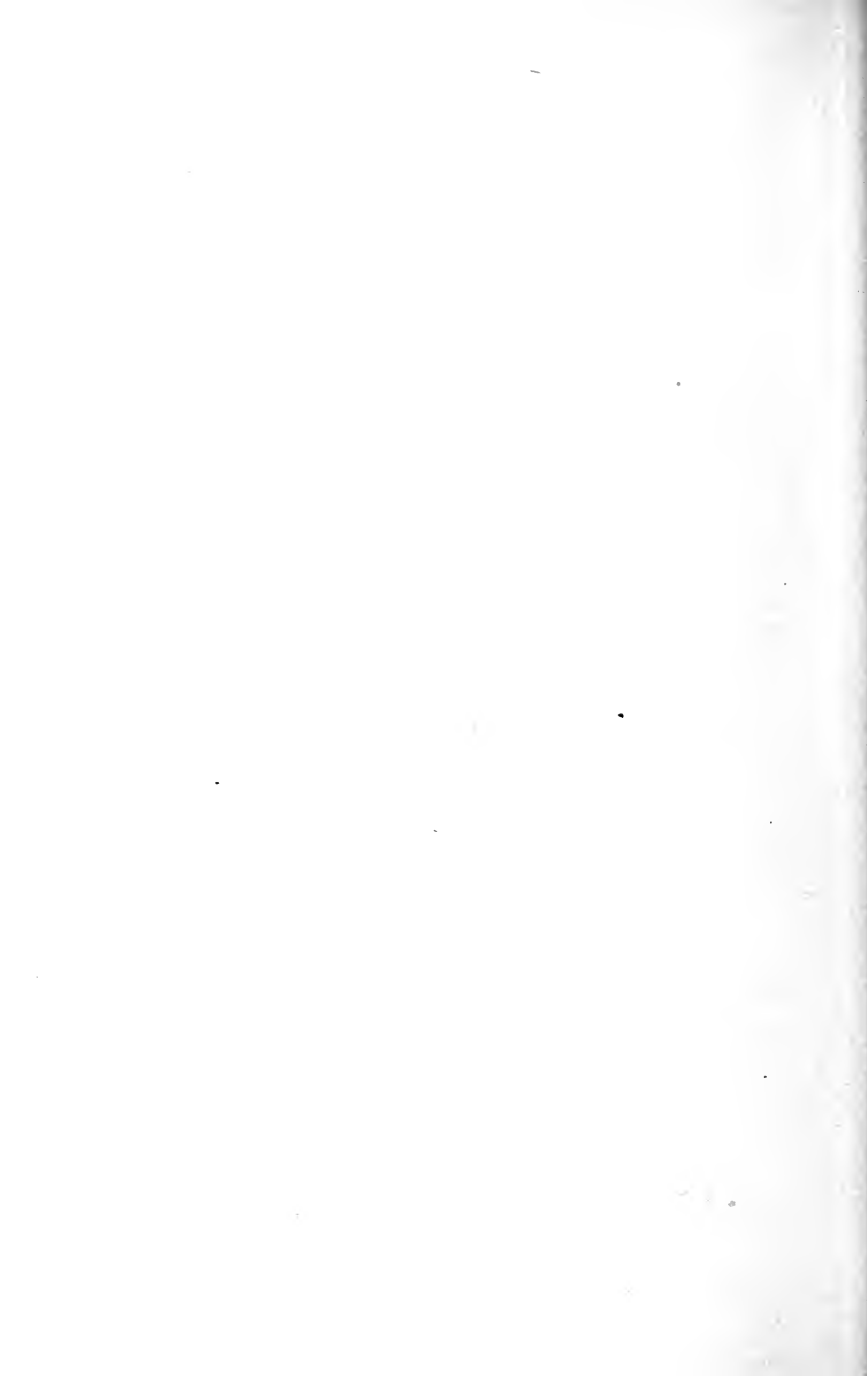
Sequence of tenses, 131, 132.

simul atque (**āc**) = as soon as, 152.

Specification, abl. of, 47.

Subjunctive, deliberative, 110; hortatory, 115; of polite or modest assertion, 118; "potential," 118; in prohibitions, 116, 2; in wishes (optative), 129; of characteristic, 174; in causal clauses, 173, 4; in purpose clauses, 141-143; in result clauses, 145, 1; in object clauses,

- 146, 147; in temporal clauses, 153, 154, 156; in conditions, 123, 125; in concessive clauses, 171; in clauses of proviso, 172; tenses of, in ind. disc., 166; future time in, 94.
- suī**, with gerundive, 93, 2.
- Supine, syntax of, 96.
- suus**, 67, 69.
- tālis**, use of is like, 63, 3.
- Temporal clauses, 152–156; with **dum**, 102, 1, 155, 156; with **antequam** and **priusquam**, 154.
- Tenses, of participle, 84, 85; of indicative, 102–106; historical, defined, 131, 2; of infinitive, 108, 109; of subjunctive in ind. disc., 166; principal, defined, 131; sequence of, 132.
- That, 158, caution.
- Time, how long, 16; when or within what period, 51; clauses of, expressed by participle, 87, 1.
- Towns, in constructions of place to which, 17.
- Until, 154, 2, 156.
- ut**, in clauses of result, 145; of purpose, 143; = as, when, in temporal clauses, 152; with verbs of fearing, 135; in object clauses, 147.
- ut primum** = as soon as, 152.
- ūtor**, etc., constr. with, 44.
- utrum . . . an**, in double questions, 80.
- Value, indefinite, gen. of, 29.
- Verbs, agreement with subject, 8; with two acc., list, 14, 15; with gen., list, 25, 26; with dat., list, 32, 33; with abl., list, 44; with inf. as object, list, 148, 3; taking object clauses, list, 147; with ind. disc., 160.
- Vestrūm**. See **Nostrūm**.
- Want, verbs of, with abl., 39.
- Wishes, 128, 129; in ind. disc., 162, 3.
- Yes, 81, 2.



ESSENTIALS OF LATIN FOR BEGINNERS

By HENRY C. PEARSON, Horace Mann School,
Teachers College, New York. Author of Latin Prose
Composition, Greek Prose Composition

\$0.90

THIS book is designed to prepare pupils in a thorough fashion to read Caesar's Gallic War. It contains seventy lessons, including ten that are devoted exclusively to reading, and six supplementary lessons. The first seventy lessons contain the minimum of what a pupil should know before he is ready to read Latin with any degree of intelligence and satisfaction. The supplementary lessons deal largely with certain principles of syntax that may be taken up or omitted, according to the desire of the teacher.

¶ The vocabularies have been carefully selected, and contain, with very few exceptions, only those words that occur with the greatest frequency in Caesar's Gallic War. About five hundred words are presented in the first seventy lessons. There is a constant comparison of English and Latin usage, but not much knowledge of English grammar on the part of the pupil is taken for granted. The more difficult constructions are first considered from the English point of view.

¶ The topics, such as nouns, adjectives, pronouns, and verbs, are not treated in a piecemeal fashion, but four or five consecutive lessons are devoted to one topic before passing on to another. Sufficient change, however, is introduced to avoid monotony. The work is provided with ample reviews; the regular exercises review the vocabulary and constructions of the preceding lessons, and these are supplemented by review exercises. The last twenty pages are devoted to carefully graded material for reading, composed of selections from *Viri Romae* and the first twenty chapters of Caesar's Gallic War, Book II., in simplified form.

AMERICAN BOOK COMPANY

LATIN GRAMMARS

By ALBERT HARKNESS, Ph.D., LL.D., Professor
Emeritus in Brown University

Complete Latin Grammar, \$1.25

Short Latin Grammar . . \$0.80

THESE text-books represent the latest advances in philological science, and embody the results of the author's large experience in teaching, and of his own linguistic studies, together with the suggestions and advice of eminent German specialists in the field of historical and comparative grammar.

¶ Throughout each volume the instruction has been adapted to present methods and present needs. A special effort has been made to develop the practical side of grammar, to make it as helpful as possible to the teacher in explaining the force of involved constructions in Latin authors, and to the learner in understanding and appreciating the thought in a complicated Latin sentence.

¶ The **COMPLETE LATIN GRAMMAR** is designed to meet the needs of Latin students in both schools and colleges. Simplicity and clearness of presentation, as well as of language, form leading characteristics of the work. Attention is directed particularly to the arrangement of material, and to the treatment of etymology, syntax, moods and tenses, subjunctive, indirect discourse, and hidden quantity.

¶ The **SHORT LATIN GRAMMAR** is intended for those who prefer to begin with a more elementary manual, or for those who do not contemplate a collegiate course. In its preparation the convenience and interest of the student have been carefully consulted. The paradigms, rules, and discussions have in general been introduced in the exact form and language of the Complete Latin Grammar, by which it may at any time be supplemented. The numbering of the sections in the two books is also alike.

AMERICAN BOOK COMPANY

CAESAR'S GALLIC WAR

Edited by ALBERT HARKNESS, Ph.D., LL.D.,
Professor Emeritus in Brown University; assisted by
CHARLES H. FORBES, A.B., Professor of Latin
in Phillips Academy, Andover, Mass.

Complete Edition . . . \$1.25

Four Book Edition . . . \$1.00

THIS edition of Caesar's Commentaries is now issued in two forms. Besides the complete edition containing the entire seven books of the Gallic War, there is also an edition in which the first four books are published separately. As these four books of Caesar are those generally read by students in preparing for college, and constitute the minimum requirements of the College Entrance Examination Board, and of the New York State Education Department, this smaller volume satisfies the demands in many schools at less than the usual cost. Both editions present the necessary pedagogic apparatus, with parallel references to the standard Latin grammars.

¶ The introduction contains an outline of the life of Caesar, a description in brief of the scenes of his military operations in Gaul, Germany, and Britain, and a short treatise on the military system of the Romans, together with a list of valuable works on the subjects discussed in the introduction.

¶ In the notes, such difficult subjects as the subjunctive mood, and indirect discourse, have been treated with unusual clearness. In the earlier books frequent comparisons have been made between the direct and the indirect forms of discourse, and between kindred constructions. The notes to the Second Book are sufficiently full for students who begin with that book.

¶ The vocabulary gives special attention to etymology, but the treatment is made as simple as possible, with the sole aim of aiding the student in understanding and appreciating the significant elements of words. The illustrations constitute one of the most striking features of the work.

AMERICAN BOOK COMPANY

A NEW CICERO

Edited by ALBERT HARKNESS, Ph.D., LL.D., Professor Emeritus in Brown University ; assisted by J. C. KIRTLAND, Jr., Professor in Phillips Exeter Academy; and G. H. WILLIAMS, Professor in Kalamazoo College, late Instructor in Phillips Exeter Academy

Nine Oration Edition . . \$1.25

Six Oration Edition . . \$1.00

FOR convenience this edition of Cicero has been published in two forms. The larger edition includes the four orations against Catiline, the Manilian Law, Archias, Marcellus, Ligarius, and the Fourteenth Philippic. The smaller edition contains the first six of these orations, which are those required by the College Entrance Examination Board, and by the New York State Education Department.

¶ Before the text of each oration is a special introduction, which is intended to awaken the interest of the student by furnishing him with information in regard to the oration.

¶ The general introduction presents an outline of the life of Cicero, a brief history of Roman oratory, a chronological table of contemporaneous Roman history, a short account of the main divisions of the Roman people, the powers and the duties of magistrates, of the senate, of the popular assemblies, and of the courts of justice.

¶ The notes give the student the key to all really difficult passages, and at the same time furnish him with such collateral information upon Roman manners and customs, upon Roman history and life, as will enable him to understand, appreciate, and enjoy these masterpieces of Roman oratory. The grammatical references are to all the standard Latin grammars.

¶ The vocabulary gives the primary meanings of words, with such other meanings as the student will need in translating the orations. Special attention is devoted to the important subject of etymology. There are many maps and illustrations.

AMERICAN BOOK COMPANY

VIRGIL'S AENEID

Edited by HENRY S. FRIEZE, late Professor of Latin, University of Michigan. Revised by WALTER H. DENNISON, Professor of Latin, University of Michigan

First Six Books . . . \$1.30 Complete . . . \$1.50
Complete Text Edition . . \$0.50

IN its present form this well-known work has been thoroughly revised and modernized. It is published in two volumes: one containing the first six books, the other the entire twelve books—an arrangement especially convenient for students who read more than the minimum College Entrance Requirements in Latin. Both volumes are printed on very thin opaque paper, thus making each an extraordinarily compact and usable book.

¶ The introduction has been enlarged by the addition of sections on the life and writings of Virgil, the plan of the Aeneid, the meter, manuscripts, editions, and helpful books of reference.

¶ The text has been corrected to conform to the readings that have become established, and the spellings are in accord with the evidence of inscriptions of the first century A.D. To meet the need of early assistance in reading the verse metrically, the long vowels in the first two books are fully indicated.

¶ The notes have been thoroughly revised, and largely added to. The old grammar references are corrected, and new ones added. The literary appreciation of the poet is increased by parallel quotations from English literature. The irregularities of scansion in each book are given with sufficient explanations.

¶ The vocabulary has been made as simple as possible, and includes only those words occurring in the Aeneid. The illustrations and maps, for the most part, are new and fresh, and have been selected with great care, with a view to assisting directly in the interpretation of the text.

AMERICAN BOOK COMPANY

A TERM OF OVID

\$0.75

Edited by CLARENCE W. GLEASON, A.M.
(Harvard), of Roxbury Latin School

BY THE SAME AUTHOR

Greek Primer	\$1.00
Greek Prose Composition for Schools80
Story of Cyrus75
Xenophon's Cyropaedia	1.25

THE ten stories from the *Metamorphoses* included in this book are: Atalanta's Last Race; Pyramus and Thisbe; Apollo's Unrequited Love for Daphne; How Phaëton Drove his Father's Chariot; The Death of Orpheus; The Touch of Gold; Philemon and Baucis; The Impiety and Punishment of Niobe; The Flood; Perseus and Andromeda.

¶ There is a distinct advantage in using these selections from Ovid as a stepping-stone from Caesar to Virgil. Written in an entertaining manner, they not only make the student acquainted with the legends of the gods and heroes, but also lessen the greatest gap in a continuous Latin course by familiarizing him with the vocabulary of Virgil in easier verse. In the present volume are all but 300 of the words found in the first book of the *Aeneid*.

¶ The work contains about 1,420 lines of text, with full notes on the text and on scansion, and a vocabulary. The first hundred lines are divided into feet for scansion, with the accents and caesuras marked. The first three stories are accompanied by a parallel version in the order of ordinary Latin prose, with the quantities indicated. There are also synonyms of words not usual in prose, and of common words in extraordinary uses.

AMERICAN BOOK COMPANY

LATIN DICTIONARIES

HARPER'S LATIN DICTIONARY

Founded on the translation of Freund's Latin-German Lexicon. Edited by E. A. ANDREWS, LL.D. Revised, Enlarged, and in great part Rewritten by CHARLTON T. LEWIS, Ph.D., and CHARLES SHORT, LL.D.

Royal Octavo, 2030 pages. Sheep, \$6.50; Full Russia, \$10.00

¶ The translation of Dr. Freund's great Latin-German Lexicon, edited by the late Dr. E. A. Andrews, and published in 1850, has been from that time in extensive and satisfactory use throughout England and America. Meanwhile great advances have been made in the science on which lexicography depends. The present work embodies the latest advances in philological study and research, and is in every respect the most complete and satisfactory Latin Dictionary published.

LEWIS'S LATIN DICTIONARY FOR SCHOOLS

By CHARLTON T. LEWIS, Ph.D.

Large Octavo, 1200 pages. Cloth, \$4.50; Half Leather, \$5.00

¶ This dictionary is not an abridgment, but an entirely new and independent work, designed to include all of the student's needs, after acquiring the elements of grammar, for the interpretation of the Latin authors commonly read in school.

LEWIS'S ELEMENTARY LATIN DICTIONARY

By CHARLTON T. LEWIS, Ph.D.

Crown Octavo, 952 pages. Half Leather \$2.00

¶ This work is sufficiently full to meet the needs of students in secondary or preparatory schools, and also in the first and second years' work in colleges.

SMITH'S ENGLISH-LATIN DICTIONARY

A Complete and Critical English-Latin Dictionary. By WILLIAM SMITH, LL.D., and THEOPHILUS D. HALL, M.A., Fellow of University College, London. With a Dictionary of Proper Names.

Royal Octavo, 765 pages. Sheep \$4.00

AMERICAN BOOK COMPANY

A GREEK PRIMER

\$1.00

By CLARENCE W. GLEASON, A.M. (Harvard),
of the Roxbury Latin School

BY THE SAME AUTHOR

Greek Prose Composition for Schools	\$0.80
The Story of Cyrus75
Xenophon's Cyropaedia	1.25
A Term of Ovid75

WITH many modifications suggested by class-room experience, this text-book continues the general plan of Gleason & Atherton's First Greek Book. The verb is developed somewhat more slowly and naturally, with the second aorist still nearer the beginning. The number of lessons has been increased, in order to give more practice on verb forms. The infinitive and participle and indirect discourse are treated at greater length. Three lessons are devoted entirely to Greek equivalents of common Latin constructions.

¶ Although the book is intended as an introduction to the study of Greek rather than as a short cut to the Anabasis of Xenophon, the latter has been drawn on freely for reading matter. Of the 750 words in the lesson vocabularies all but about 20 (and of the 600 additional words used in the selections for reading, more than half) are found in the Anabasis.

¶ The reading selections in and following the lessons have been taken from as varied sources as possible, and are intended to arouse the beginner's interest in Greek literature. The model sentences, designed only as examples of the syntax under discussion, and selected with a view to memorizing, are made, wherever practicable, from words familiar to the student. The sentences to be rendered into Greek are cut down to the minimum.

AMERICAN BOOK COMPANY

A GRAMMAR OF ATTIC AND IONIC GREEK

\$1.50

By FRANK COLE BABBITT, Ph.D. (Harvard), Professor of the Greek Language, Trinity College, Hartford; formerly Fellow of the American School of Classical Studies at Athens

THIS grammar states the essential facts and principles of the Greek language in concise form, with only so much discussion as may reasonably be demanded for a clear understanding of the subject. It therefore meets the wants of secondary schools, and at the same time is sufficient for all ordinary demands of the college course. The book incorporates the results of the more recent philological studies, and includes many departures from conventional presentation.

¶ The body of the book is devoted to Attic Greek, while Ionic forms are given in the footnotes. The subject of indirect discourse is put at the end of syntax, and each principle has been fully stated in its proper place. Tables of syntactical usage for reference are included, thus making it possible for the student to perceive the normal usage at a glance.

¶ In order to simplify the subject, the verbs have been reduced to five classes, yet nothing has been sacrificed in the process. All contract forms are given as they are found in Attic Greek, followed by the uncontracted forms in parentheses. The treatment of cases is thoroughly logical and clear. The true genitive and the ablative genitive are distinguished from each other, and considered separately; likewise, the true dative, the locative dative, and the instrumental dative. In this way much confusion is avoided.

¶ Much of the attractiveness of the book is due to the prominence given to the examples by the use of large type; to the graphic presentation of vowel changes; to the liberal use of headings; and to the untechnical form of statement.

AMERICAN BOOK COMPANY

ELEMENTARY GREEK TEXTS

Edited by CLARENCE W. GLEASON, A.M.
(Harvard), of the Roxbury Latin School

THE STORY OF CYRUS \$0.75

A DELIGHTFUL substitute for the usual reading books of the first year in Greek. It can be used to excellent advantage during the second term to supplement the work in the beginner's book, and to prepare the student for the complete text of the *Cyropaedia*, *Hellenica*, or *Anabasis*. It is also adapted for rapid or sight reading at the beginning of the second year. Based upon the *Cyropaedia*, it contains in simplified form the more interesting portions of that book, and those most closely pertaining to the personal history of Cyrus the Great. Following the text are English sentences to be turned into Greek, giving a good drill in grammatical training. The notes and vocabulary are entirely adequate.

XENOPHON'S CYROPAEDIA \$1.25

THE suitability of the *Cyropaedia* for school purposes is here practically demonstrated. This edition may alternate with, or may be substituted for, the *Anabasis*, which too often is the only book read in second year work in Greek. By the omission of passages of minor interest or importance, the *Cyropaedia* is here shortened nearly one half. No change has, however, been made in the construction of sentences, except in the interest of brevity. The book contains the necessary notes and a complete vocabulary.

AMERICAN BOOK COMPANY

GREEK DICTIONARIES

LIDDELL AND SCOTT'S GREEK-ENGLISH LEXICON

Compiled by HENRY GEORGE LIDDELL, D.D., and
ROBERT SCOTT, D.D., assisted by HENRY DRISLER, LL.D.
Imperial Quarto, 1794 pages. Sheep \$10.00

¶ The present edition of this great work has been thoroughly revised, and large additions made to it. The editors have been favored with the coöperation of many scholars, and several important articles have been entirely rewritten.

LIDDELL AND SCOTT'S GREEK-ENGLISH LEXICON—Intermediate

Royal Octavo, 910 pages. Cloth, \$3.50; Half Leather, \$4.00

¶ This abridgment will not only meet every need encountered in preparatory schools, but will also satisfy the requirements of most college students.

LIDDELL AND SCOTT'S GREEK-ENGLISH LEXICON—Abridged

Crown Octavo, 832 pages. Half Leather \$1.25

¶ This abridgment is intended chiefly for use by students in secondary and college preparatory schools.

THAYER'S GREEK-ENGLISH LEXICON OF THE NEW TESTAMENT

Being Grimm's Wilke's Clavis Novi Testamenti. Translated, Revised, and Enlarged by JOSEPH HENRY THAYER, D.D., LL.D. Royal Octavo, 727 pages.
Cloth, \$5.00; Half Leather \$6.50

YONGE'S ENGLISH-GREEK LEXICON

By C. D. YONGE. Edited by HENRY DRISLER, LL.D.
Royal Octavo, 903 pages. Sheep \$4.50

AUTENRIETH'S HOMERIC DICTIONARY

Translated and Edited by ROBERT P. KEEP, Ph.D. New Edition. Revised by ISAAC FLAGG, Ph.D. 12mo, 312 pages. Illustrated. Cloth \$1.10

AMERICAN BOOK COMPANY

DESCRIPTIVE CATALOGUE OF HIGH SCHOOL AND COLLEGE TEXT-BOOKS

Published Complete and in Sections

WE issue a Catalogue of High School and College Text-Books, which we have tried to make as valuable and as useful to teachers as possible. In this catalogue are set forth briefly and clearly the scope and leading characteristics of each of our best text-books. In most cases there are also given testimonials from well-known teachers, which have been selected quite as much for their descriptive qualities as for their value as commendations.

¶ For the convenience of teachers this Catalogue is also published in separate sections treating of the various branches of study. These pamphlets are entitled: English, Mathematics, History and Political Science, Science, Modern Languages, Ancient Languages, and Philosophy and Education.

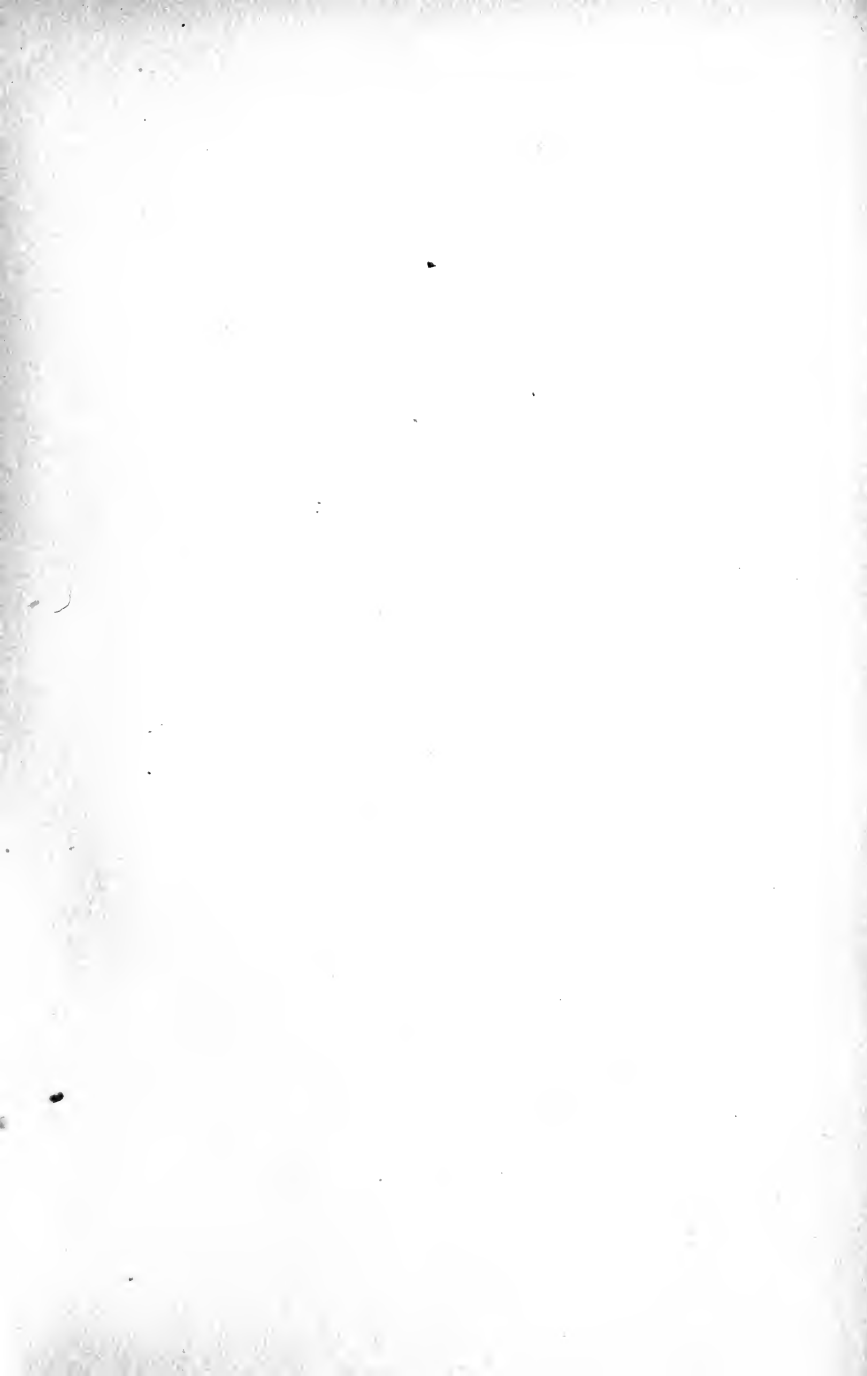
¶ In addition we have a single pamphlet devoted to Newest Books in every subject.

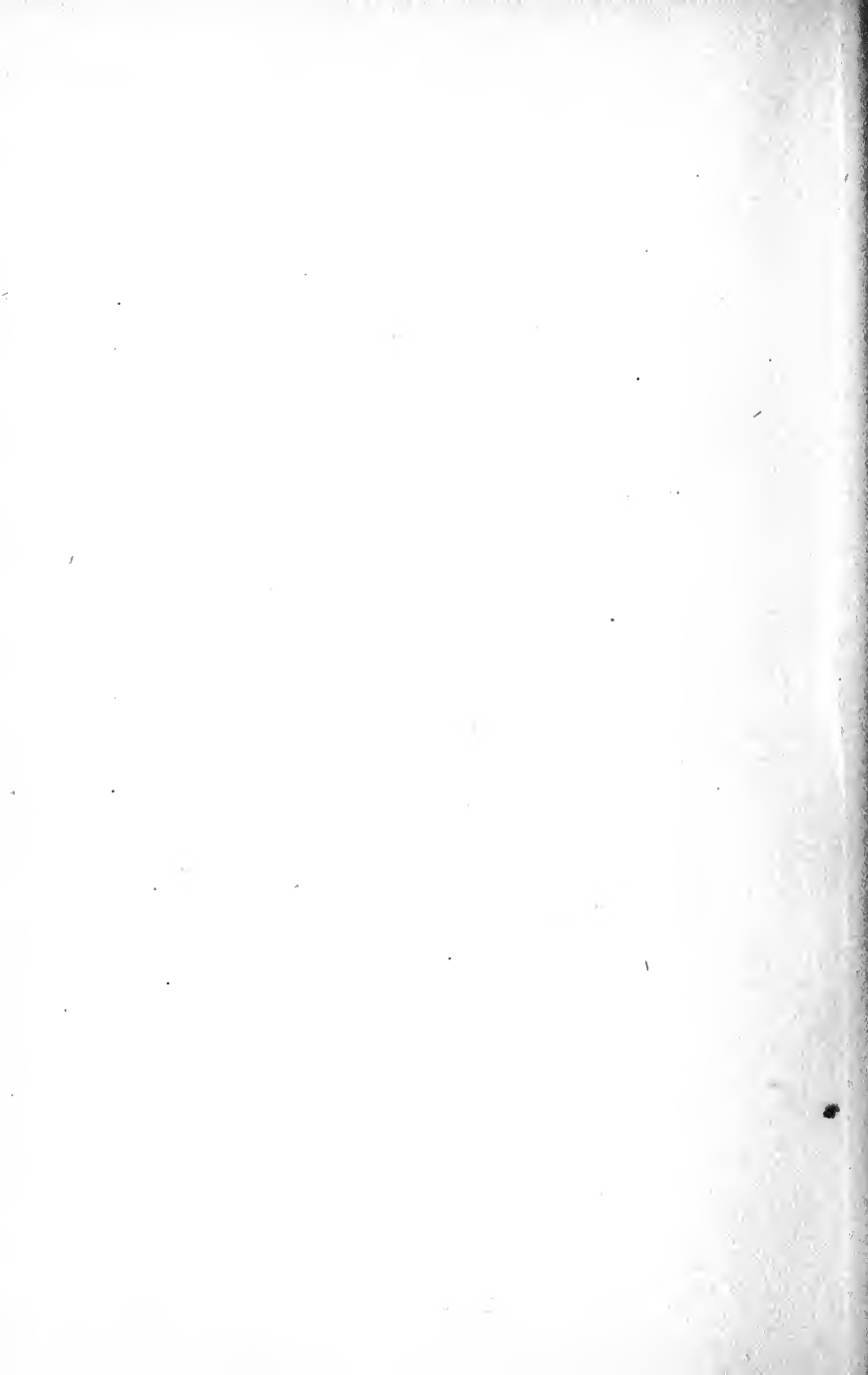
¶ Teachers seeking the newest and best books for their classes are invited to send for our Complete High School and College Catalogue, or for such sections as may be of greatest interest.

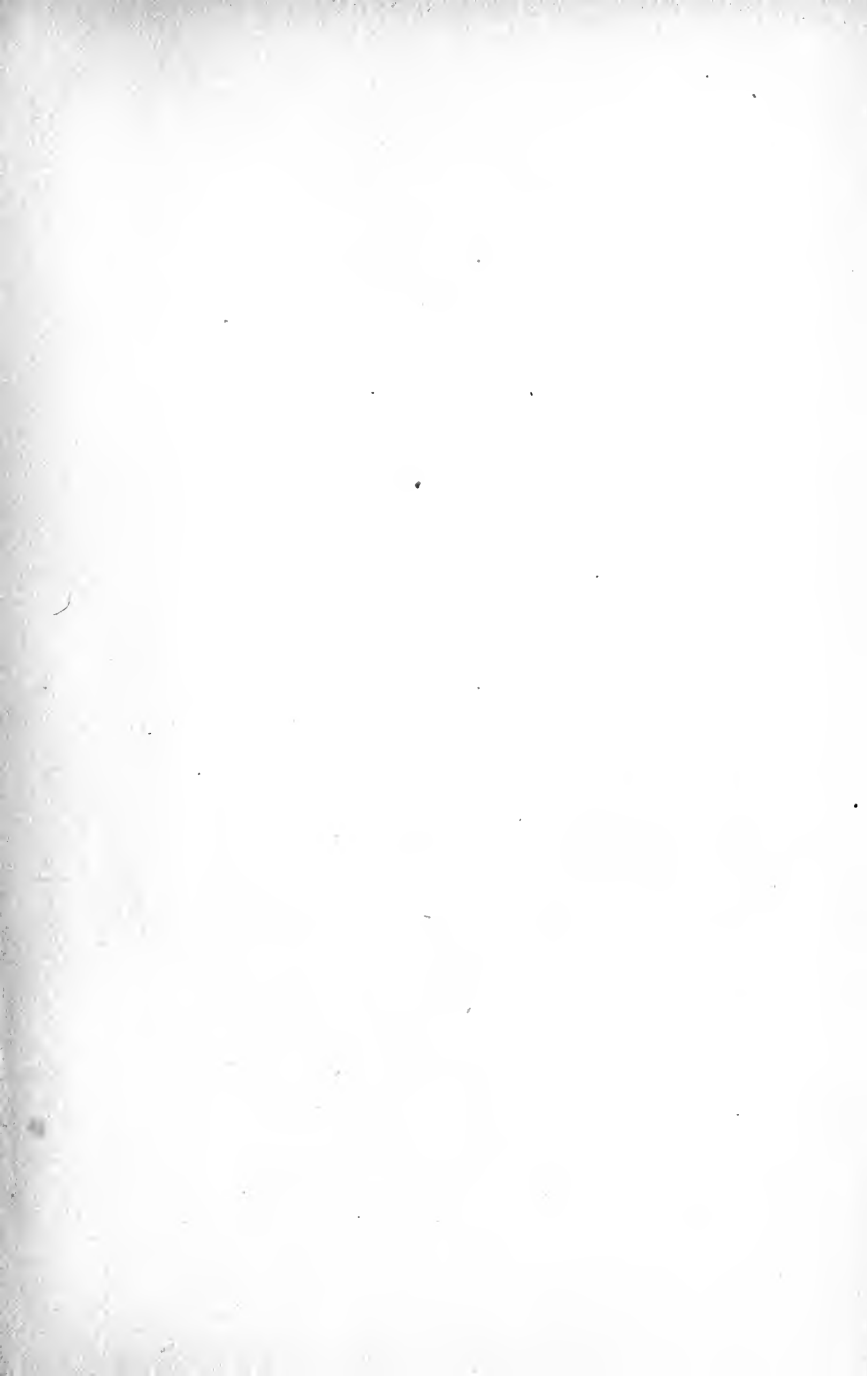
¶ Copies of our price lists, or of special circulars, in which these books are described at greater length than the space limitations of the catalogue permit, will be mailed to any address on request.

¶ All correspondence should be addressed to the nearest of the following offices of the company: New York, Cincinnati, Chicago, Boston, Atlanta, San Francisco.

AMERICAN BOOK COMPANY







RETURN TO the circulation desk of any
University of California Library
or to the
NORTHERN REGIONAL LIBRARY FACILITY
Bldg. 400, Richmond Field Station
University of California
Richmond, CA 94804-4698

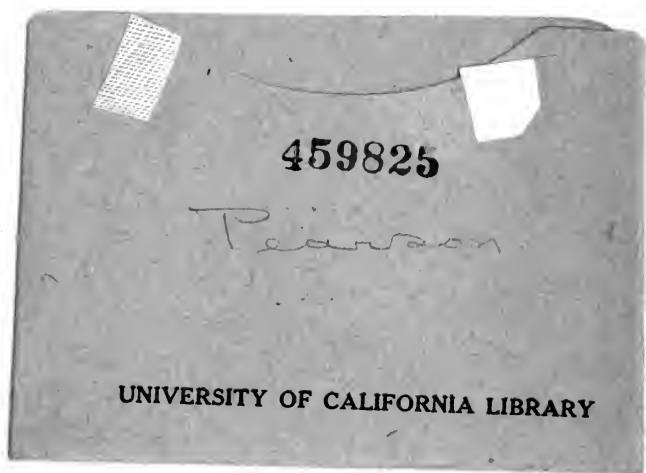
ALL BOOKS MAY BE RECALLED AFTER 7 DAYS

- 2-month loans may be renewed by calling (510) 642-6753
 - 1-year loans may be recharged by bringing books to NRLF
 - Renewals and recharges may be made 4 days prior to due date.
-

DUE AS STAMPED BELOW

JUL 12 2001

YB 36273



459825

Pearson

UNIVERSITY OF CALIFORNIA LIBRARY

